

Scheme of Studies
B.Ed Hons (2023 and onward)



Prepared by Faculty members of CE&ST

Centre for Education and Staff Training
University of Swat
2023

Introduction of CE&ST

Centre of Education & Staff Training (CE&ST), University of Swat is one of the most important departments that has been established for educating prospective teachers for schools. It aims to design and organize effective in-service training programs for the teaching faculty of the University of Swat, its affiliated colleges, and the elementary and secondary education department of District Swat. The CE&ST is dedicated to equipping educators with the necessary skills and knowledge to excel in their profession and contribute to the advancement of education in the region.

CE&ST is currently offering 4-year B.Ed. Hons, and MPhil in Education program to the students aspiring to attain excellence in the field of education. Beside the department is also striving to offer in- service training to the teachers through its link program with Higher Education Commission (HEC) of Pakistan. Moreover, collaboration in research, exchange programs, with foreign universities and alike activities are in progress which will ensure excellent opportunities to the teachers as well as to the students for exploiting their research potentials and international exposures.

AIMS AND OBJECTIVES OF CE&ST

Center for Education & Staff Training is also striving to produce quality teachers and educators so that meaningful contribution to the much-neglected sector of education, in true sense can be made. This change will be furthermore, transmitted to the society through teachers who will look upon themselves as agents of positive change. Moreover, CE&ST aims to contribute to the overall improvement of the quality of education by equipping teachers with competence and specialized training. This includes developing a deeper understanding of educational issues not only within the local context but also in the broader international context.

DEGREE PROGRAMS OFFERED

Center for Education & Staff Training University of Swat is currently offering 4-year B.Ed (Hons) program consisting of 42 different subjects and projects, in education to the students who are aiming to become future, education managers, teachers, educational researchers, and teacher trainers. B.Ed Hons program of CE&ST is an accredited program from National Accreditation Council of Teacher Education (NACTE) in 2017.

Similarly in MPhil Education (two years research degree programs) CE&ST offers 24 credit hours course works and 06 credit hours research. After fulfilling all codal formalities MPhil Education program was successfully launched in 2019 and 1st 2nd and 3rd batches have been successfully graduated from this program, currently batch four and five are in progress. During MPhil education program the scholars are provided multi-dimensional activities for enhancing the research, curriculum development, assessment instrument and educational policies related creative, innovation, collaborative, and critical skills of these scholars.

FACULTY MEMBERS AT CE&ST

CE&ST is operating since the establishment of University of Swat in 2010, the faculty members of the center are highly qualified, devoted, professional, outstanding, and multidimensional in nature. There are five faculty members having PhD level qualification.

1. **Dr. Farooq Nawaz Khan** (In-Charge CE&ST/Assistant Professor) is leading the Center since 2010 who has highly diversified educational background, he has two master's degrees in English (University of Peshawar) and in international education (University of Sussex, UK). Dr. Farooq has also obtained PhD Education from Institute of Education and Research (IER), University of Peshawar. He has specialization in qualitative research, Human Resource Management in Education, and Sociology of Education.
2. **Dr. Nasir Ahmad** (Assistant Professor) is one of the founding faculty members of CE&ST, he joined the center in 2012. He has obtained master's degree in English literature (Gomal University DI Khan), and PhD in Education (Foundation University Islamabad), he has rich research contribution in the field of English as a second language, educational psychology, educational policies, and teacher education. Further, he is expert in English as Second Language, Educational Plans and Policies, Educational Psychology and Technological Integration of Education.
3. **Dr. Sajjad Hussain** (Assistant Professor), has joined the center in 2014, he is Gold Medalist in Education who has two master's degree in political science (University of Peshawar) and in education (Abdul Wali Khan University Mardan), he has completed his PhD in Education (Department of Education, International Islamic University Islamabad). He has specialization in Assessment and Curriculum, Quantitative Research, Teacher Education and Pedagogies.
4. **Dr. Alam Zeb** (Lecturer) has joined the center in 2018, he has master in English and education (University of Peshawar) and completed PhD in Education from Institute of Education and Research (IER), (University of Peshawar). He has specialization in Students' Guidance and Counseling, English as Medium of Instruction, Quantitative Research, Educational Management and Administration,
5. **Dr. Maryam** (Lecturer) has joined the center in 2011, she has done her master's in environmental sciences and education (University of Peshawar) and has completed her PhD in Education (Department of Education, Abdul Wali Khan University Mardan). She is specialized in science education, educational leadership and pedagogies.
6. **Ms. Sadarat** (Lecturer) has joined in 2011, she is one of the founding faculty members and has contributed significantly to the development of the center. She has a master's degree in English Language and Literature (University of Punjab) and master's in education (IER, University of Peshawar). She is Gold Medalist in her Master Education Programs. She has done her MPhil Education (Department of Education, Abdul Wali Khan University Mardan) and now she is a PhD Scholar at IER, University of Peshawar. She is specialized in Teaching of English, Academic and Report Writing along with pedagogies.

Introduction of the Program (B.Ed Hons)

Program Vision

The Center for Education and Staff Training, University of Swat provides a supportive learning environment to equip graduates with advanced knowledge and skills in pedagogy, research, educational leadership, management, and values for the development of society in the light of National Professional Standards for Teachers in Pakistan (NPSTEP).

Program Mission

As one of the leading institutes in the region, the Center for Education and Staff Training, University of Swat aims to produce quality educators who can cope with future challenges and ensure a peaceful society by tapping potential resources

Program Goals

- To develop professional skills of the prospective teachers.
- To equip them with new knowledge of teaching and learning.
- To train future teachers as reflective practitioner.
- To develop the pedagogical skills of the prospective teachers.

Program Objectives

The general program objectives focus to enable the prospective teachers to:

- Learn new pedagogical skills and knowledge.
- Understand the process of reflective teaching and learning and practice them.
- Relate the concepts to daily life experiences of the students.
- Enable the students to develop critical thinking skills.

Eligibility for admission in B.Ed (Hons)

All the graduates with 45% marks in intermediate (FA/FSc) level from a recognized Board of Intermediate and Secondary Education (BISE) of Pakistan are eligibility for admission in B.Ed (Hons)

Semester-wise Classification of Subjects

Semester-1 Subject-wise Contents

Semester – I	Course Code	Name of Subject	Nature
	EDU-111	Functional English-1	Compulsory
	EDU-112	Child Development	Compulsory
	EDU-113	Regional Language (Urdu)	Content
	EDU-114	General Science	Content
	EDU-115	General methods of teaching	Foundational
	EDU-116	Islamic Studies	Compulsory

Semester-II Subject-wise Contents

Semester - II	Course Code	Name of Subject	Nature
	EDU-121	English-II (Communicative Skills)	Compulsory
	EDU-122	Computer Literacy	Foundational
	EDU-123	Classroom Management	Foundational
	EDU-124	General Mathematics	Compulsory
	EDU-125	Teaching of Islamic Studies	Compulsory
		Pakistan Studies	

Semester-III Subject-wise Contents

Semester - III	Course Code	Name of Subject	Nature
	EDU-231	Teaching Literacy Skills	Professional
	EDU-232	Art, Crafts and Calligraphy (Content)	Content
	EDU-233	Teaching of Urdu/Regional Languages	Professional
	EDU-234	Teaching of General Science	Professional
	EDU-235	Instructional and Communication Technology (ICT) in Education	Professional
	EDU-236	Teaching Practice	Short Term

Semester-IV Subject-wise Contents

Semester - IV	Course Code	Name of Subject	Nature
	EDU-241	Classroom Assessment	Foundational
	EDU-242	Teaching of English	Professional
	EDU-243	Teaching of Mathematics	Professional
	EDU-244	School, Community, and teacher	Foundational
	EDU-245	Teaching of Social Studies	Professional
	EDU-246	Teaching Practice	Foundational

Semester-V Subject-wise Contents

Semester - V	Course Code	Name of Subject	Nature
	EDU-351	English-III (Technical Writing & Presentation Skills)	Compulsory
	EDU-352	Foundations of Education	Foundational
	EDU-353	Content Course 1 (From Selected Discipline-1)	Content
	EDU-354	Content course 1 (From Selected Discipline-11)	Content
	EDU-355	Curriculum Development	Foundational
	EDU-356	Educational Psychology	Foundational

Semester-VI Subject-wise Contents

Semester - VI	Course Code	Name of Subject	Nature
	EDU-361	Contemporary Issues and Trends in Education	Professional
	EDU-362	Content Course –II (From Selected Discipline - 1)	Content
	EDU-363	Content Course II (From Selected Discipline-II)	Content
	EDU-364	Comparative Education	Professional
	EDU-365	Introduction to Guidance and Counseling	Professional

Semester-VII Subject-wise Contents

Semester - VII	Course Code	Name of Subject	Nature
	EDU-471	Content Course III (From Selected Discipline-1)	Content
	EDU-472	Content Course III (From Selected Discipline-II)	Content
	EDU-473	Pedagogy-1 (Methods of Teaching Related to Specialization-I)	Content
	EDU-474	Pedagogy-II (Methods of Teaching Related to Specialization –II)	Professional
	EDU-475	Research Methods in Education	Professional
	EDU-476	Teaching Practice (Short Term)	Professional

Semester-VIII Subject-wise Contents

Semester - VIII	Course Code	Name of Subject	Nature
	EDU-481	School Management	Professional
	EDU-482	Test development in Evaluation	Professional
	EDU-483	Teaching Practice (Long Term)	Professional
	EDU-484	Research Project	Professional

Program Details

Structure of the program

B.Ed Hons (Elementary)

Program Duration

4 years, 8 semesters

Total number of Courses

45 Courses

Total number of credit hours

135 Credit Hours

Semester-1 Subject-wise Contents

Semester - I	Course Code	Name of Subject	Nature
		Functional English-1	Compulsory
		Computer Literacy	Compulsory
		Regional Language (Urdu)	Content
		General Science	Content
		General Methods of Teaching	Foundational
		Islamic Studies	Compulsory

Course Title- Functional English-I (Compulsory)

Code: EDU-111

Semester-I

Credit hours: 3(3+0)

Course Description

Functional English-I (Compulsory) is a foundational course designed to enhance students' English language proficiency and communication skills. This course is tailored to provide students with essential language tools and competencies necessary for effective communication in both academic and real-life contexts. Through a balanced curriculum, students will develop their reading, writing, listening, and speaking abilities, laying the groundwork for success in their academic and professional pursuits.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Making introductions <ul style="list-style-type: none">• Make effective self and peer introductions• Take useful introductory notes
Week 2	Requests and enquiries <ul style="list-style-type: none">• Make appropriate requests and enquiries• Respond to enquiries• Listen for specific information in English.
Week 3	<ul style="list-style-type: none">• Practice Practical Classroom English• Use different classroom language routines (functions) for effective classroom management• Develop effective classroom language by following the given examples/situations• Demonstrate and practice practical classroom language routines.
Week 4	Greetings <ul style="list-style-type: none">• Greeting friends and family on different occasions/reasons• Responding to a happy event• Using formal greeting expressions appropriately
Week 5	Saying thank you <ul style="list-style-type: none">• Using formal/ informal expressions of gratitude appropriately• Reading a story which uses expressions of gratitude• Writing a formal letter to say thank you to a teacher/parent/friend
Week 6	Inviting people <ul style="list-style-type: none">• Demonstrating the use of formal and informal expressions of invitation• Developing verbal and written skills for invitations• Responding to invitation requests (accepting and declining)

Week	Details of the Topics
Week 7	Regrets <ul style="list-style-type: none"> Expressing regrets orally and in writing in an appropriate manner Saying sorry and accepting apologies
Week 8	Following and giving directions <ul style="list-style-type: none"> Following directions from a map Giving directions for a location in oral and written forms Reaching a destination
Week 9	Giving clear instructions <ul style="list-style-type: none"> Carrying out instructions Structuring instructions Writing clear instructions
Week 10	Designing instruction manuals <ul style="list-style-type: none"> Exploring instruction manuals of different products Comparing instruction manuals for developing critical understanding of the essentials of a manual
Week 11	Sharing narratives <ul style="list-style-type: none"> Reading short stories Reading excerpts; comic strips, interviews, etc.
Week 12	Imaginative texts <ul style="list-style-type: none"> Identifying imaginative texts Developing imaginative texts by giving engrossing stories and descriptions of scenes
Week 13	Sharing unique experiences <ul style="list-style-type: none"> Summarizing/Narrating true stories Solving word puzzles to develop language awareness Reading a short stories followed by exercises/worksheet Converting an event into a short story Using pictures as stimuli for narrative creation Using songs as examples of personal experience
Week 14	Writing styles <ul style="list-style-type: none"> Changing narration: converting a dialogue into a report Converting a story into a news report Converting a graph/picture into short report/story
Week 15	Writing mechanics <ul style="list-style-type: none"> Punctuation and structure Sentences, Fragments and run-ons Subject-predicate and pronoun-reference agreement
Week 16	Project presentations

Recommended books

1. Carver, T.K. & Fortinos-Riggs, S. (2006) *Conversation Book II – English in Everyday Life*. New York, Pearson Education Limited.
2. Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.
3. Swan, J. *Practical English Usage* (3rd editions) Oxford University Press
4. Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press
5. Allama Iqbal Open University *Compulsory English 1 (Code 1423)*
6. Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press
7. Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press

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

Websites

1. <http://www.bbc.co.uk/worldservice/learningenglish/>
2. <http://learnenglish.britishcouncil.org/en/>
3. <http://www.teachingenglish.org.uk/>
4. Grammar software free download <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
5. <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
6. <https://owl.purdue.edu/>
7. <https://www.bbc.co.uk/learningenglish>

Course Title- Child Development (Foundation)

Code: EDU-112

Semester-I

Credit hours: 3(3+0)

Course Description

The "Child Development (Foundation)" course is designed to provide students with a comprehensive understanding of the fundamental principles and theories related to child development from infancy through adolescence. This foundational course explores the physical, cognitive, emotional, and social development of children, emphasizing the critical role of early experiences in shaping lifelong outcomes.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Overview of Growth and Development as a Holistic Process• Psycho-social Models• Behaviorism and Socio-cultural Models Development
Week 2	<ul style="list-style-type: none">• Cognitive Models• Factors That Affect the Child: Key Issues and Controversies (3 Big Debates) Approaches to Classroom
Week 3	<ul style="list-style-type: none">• Unit Introduction and Infant Development• 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4	<ul style="list-style-type: none">• 3 Domains of Preschool Child Development• Developmentally Appropriate Practices for Preschool Child• Development• Unit Review
Week 6	<ul style="list-style-type: none">• Cognitive Development: Overview and Piaget' Concrete• Operational Theory• Cognitive Development: Industriousness and Intelligences• Emotional Development
Week 7	<ul style="list-style-type: none">• Social Development: Changes and Parental Roles• Social Development: Peer Interaction, Friendship, and Growth• The Role of Play in Primary Child Development and Unit Review
Week 8	<ul style="list-style-type: none">• Intro and overview of physical development• Physical dev. II: Individual/group differences Social/emotional dv. I: Erikson, self and identity
Week 9	<ul style="list-style-type: none">• Social/emotional dev. II: Adolescent peer group

Week	Details of the Topics
	<ul style="list-style-type: none"> • Social/emotional dev. III: Motivation/self-regulation • Cognitive/linguistic dev. I: Piaget
Week 10	<ul style="list-style-type: none"> • Cognitive/linguistic dev. II: Vygotsky • Cognitive/linguistic dev. III: Appropriate assessment • Critics of adolescent developmental theory Conclusion/review
Week 11	<ul style="list-style-type: none"> • Differences in student learning styles • Alternative sessions: • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Addressing special needs in the classroom • The perspective of national policy Unit reflection and review
Week 14	<ul style="list-style-type: none"> • The family in child socialization • Partnering with families Role of community and society
Week 15	<ul style="list-style-type: none"> • Inclusion and gender balance • The school and learning environment Role of the teacher in child development
Week 16	<ul style="list-style-type: none"> • Teacher's influence on student motivation • Schools, families and communities as partners in child development Reflection and review

Recommended books

1. Bredekamp, S. & Copple, C. (eds.) (1999). Developmentally appropriate practice in early childhood
2. programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
3. Child Development Institute, <http://childdevelopmentinfo.com/>
4. Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
5. Howes, C. (2012). Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care. New York: Teachers College Press.
6. RCC; ECD Programme. Nurture: Pakistan's Pioneer Publication on Early Childhood Development.
7. Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.

Websites

1. http://www.ecdpak.com/nurture/about_nurture.html
2. Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists>
3. Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/>
4. Encyclopedia on Early Childhood Development: (Available in English and Urdu)
5. <http://www.child-encyclopedia.com/en-ca/home.html>
6. <https://www.cdc.gov/ncbddd/childdevelopment/facts.html>
<https://childdevelopment.com.au/areas-of-concern/what-is-child-development/>

Course Title- Regional Language (Urdu-Content)

Code: EDU-113

Semester-I

Credit hours: 3(3+0)

تعارف

برصغیر پاک و ہند میں ہندی/ہندوئی اور ریختہ کے نام سے سفر کرنے والی زبان شاہ جہان کے دور میں اردو تک آ پہنچی اور دیکھتے ہی دیکھتے اردو ادب میں بے شمار شعراء ابھرے اور اردو شاعری نے اپنے قدم جما لیے۔ شاعری کو باذوق اور پراثر بنانے کے لیے مختلف شعری اصناف سے متعارف کروایا گیا ہے جن میں قصیدہ، رباعی، مثنوی، قطعہ، رباعی، غزل وغیرہ شامل ہیں۔ شاعری کو با معنی بنا کر عروج تک پہنچانے کے لیے اصناف شعر نہایت اہمیت کی حامل ہیں۔ اس کورس کا مقصد طلباء کو اصناف شعر کے بارے میں آگاہی دینا ہے تاکہ وہ شاعری کے بنیادی اصولوں کو سمجھنے کے ساتھ ساتھ شعری اصناف بلحاظ موضوع اور شعری اصناف بلحاظ ہیئت کے فرق کو باسانی جان سکیں کسی بھی زبان کو اس وقت تک نہیں سمجھا جاسکتا جب تک اس کی تشکیل و ارتقاء سے واقفیت نہ ہو۔ اردو زبان کی پیدائش اور ارتقاء کے حوالے سے محققین نے متنوع نظریات پیش کیے ہیں۔ ان نظریات سے معلوم ہوتا ہے کہ اس کے ارتقاء میں مختلف عالقوں کے لوگوں کے میل مالپ اور باہمی ربط و ربط نے اہم کردار ادا کیا۔ یہ زبان نہ صرف قدیم زبانوں - مثلاً سنسکرت اور عربی و فارسی سے جڑی ہے بلکہ اس پر عالقائی زبانوں کے اثرات بھی نمایاں ہیں۔

Learning Outcome:

تدریسی:

مقاصد

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

- اردو کی معروف شعری اصناف سے شناسائی پیدا کرنا
- اصناف کی تاریخ اور اہم شعرا سے متعارف کروانا
- شعری متن کی تفہیم، تشریح اور تجزیے کے قابل بنانا
- اردو زبان کی پیدائش کے حوالے سے طلباء کو مختلف نظریات سے آگاہ کرنا
- مختلف ادوار میں اردو زبان کے ارتقائی مراحل کی آگاہی بخشنا
- اردو، ہندی جھگڑے کے پس منظر اور اس کے اردو زبان پر اثرات کی تفہیم

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	زبان کیا ہے؟ زبان اور بولی کا فرق (ہند آریائی - ہند ایرانی - دراوڑی - برصغیر کی زبانوں کے خاندان اور اردو کا خاندان)
Week 2	ہندی، ہندوئی، ہندوستانی، ریختہ، اردو (اردو کے مختلف نام اور ان کی وجہ تسمیہ)
Week 3	اردو زبان کی تشکیل کے نظریات (حافظ محمود شیرانی اور مسعود حسین خان کے نظریات میں تاریخی و جغرافیائی مباحث کا تعارف)
Week 4	(اردو زبان کے ارتقاء میں مسلمانوں کا حصہ) آغاز تا ۱۸۰۰ء
Week 5	(اردو اور تحریک پاکستان) اردو ہندی تنازع کے پس منظر میں
Week 6	(اردو اور پاکستانی زبانوں کا تعلق) بہ تخصیص پنجابی
Week 7	۱۔ نعت ۱۔ ا۔ ظفر علی خان ”دل جس سے زندہ ہے وہ تمنا تمھی تو ہو نبی ہے“ ۲۔ ا۔ حفیظ تائب کے حسن سے ہستی کا ہر منظر چمکتا
Week 8	۳۔ غزل ۳۔ ا۔ ولی تجھ لب کی صفت لال بدخشاں سوں کہوں گا

Week	Details of the Topics
	سرود عشق گاویں ہم اگر وہ عشوہ ساز آوے
Week 9	۳-۲ میر اس عہد میں ال محبت کو کیا ہوا میں کون ہوں اے ہم نفساں سوختہ جاں ہوں
Week 10	غالب 3.3 یہ نہ تھی ہماری قسمت کہ وصال یار ہوتا ہر ایک بات پہ کہتے ہو تم کہ تو کیا ہے
Week 11	حسرت 4 روشنِ جمال یار سے ہے انجمنِ تما نگاہ یار جسے آشناے راز کرے
Week 12	اقبال 5 کبھی اے حقیقت منتِ نظر نظر آکھاس مجاز میں تو ابھی راہ گزر میں ہے قید مقام سے گزر
Week 13	ناصر کاظمی 6 وہ دل نواز ہے لیکن نظر شناس نہیں کارواں ستر راہبر خاموش
Week 14	مرثیہ 4. میر انیس صبح پھولا شفق سے چرخ پہ جب اللہ زار صبح تاریقی پہ خوں بہائیں گے زہرا کے لال کا، (ابتدائی دس بند)
Week 15	مرزا سودا : قصیدہ 5. ہو اوجب کفر ثابت، ہے وہ تمغاے مسلمانی تا کہ زیبِ ترکِ چشم یار سرمہ ہے صفائی
Week 16	Revision and Rehearsal / Oral discussion

مجوزہ کتب Recommended books

جان بیمر۔ ہندوستانی لسانیات کا خاکہ، مترجمہ سید احتشام حسین۔ لکھنؤ: دانش محل، ۱۹۷۱ء
خلیل صدیقی۔ زبان کیا ہے۔ ملتان: بیکن بکس، ۱۹۸۹ء
سلیم اختر، ڈاکٹر۔ اردو زبان کی مختصر ترین تاریخ۔ الہور: سنگ میل پبلی کیشنز، ۲۰۱۲ء
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محمود شیرانی، حافظ۔ پنجاب میں اردو۔ اسلام آباد: مقتدرہ قومی زبان، ۱۹۸۸ء محی الدین قادری زور۔ ہندوستانی لسانیات۔ لکھنؤ: نسیم بک ڈپو، ۱۹۶۰ء
مرزا خلیل بیگ، ڈاکٹر۔ اردو کی لسانی تشکیل۔ علی گڑھ: مکتبہ جامعہ، ۱۹۸۵ء
نس، مسعود حسین خان۔ مقدمہ تاریخ زبان۔ علی گڑھ: الفاظ ایجو کیشنل بک ہاؤس، ۱۹۹۹ء
نصیر الدین ہاشمی۔ دکن میں اردو۔ نئی دہلی: قومی کونسل برائے فروغ اردو زبان، ۲۰۰۲ء

ابو محمد سحر۔ اردو میں قصیدہ نگاری۔ دہلی: تخلیق کار پبلی کیشنز، ۲۰۱۰ء
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 سید عبدہللا، ڈاکٹر۔ ولی سے اقبال تک۔ الہور: سنگ میل پبلی کیشنز، ۲۰۰۰ء
 نسیم بک ڈپو، سنّ صفی مرتضیٰ، سید۔ اصناف ادب کا ارتقا۔ لکھنؤ:
 عبادت بریلوی، ڈاکٹر۔ غزل اور مطالعہ غزل۔ کراچی: انجمن ترقی اردو پاکستان، ۱۹۵۵ء
 فرمان فتح پوری، اردو شاعری کا فنی ارتقا۔ الہور: الو قار پبلی کیشنز، ۲۰۱۲ء
 گیان چند جین۔ ادبی اصناف۔ گجرات: اردو سہتیہ اکادمی، ۱۹۸۹ء کتاب نگر،
 گیان چند جین۔ اردو مثنوی شمالی ہند میں۔ نئی دہلی: انجمن ترقی اردو ہند ۱۹۸۷ء،
 مسیح الزمان، ڈاکٹر۔ اردو مرثیے کا ارتقا: ابتدا سے انیس تک۔ لکھنؤ ۱۹۶۸ء

Course Title: General Science

Code: EDU-114

Semester-I

Credit hours: 3(3+0)

Course description

This course will refresh and strengthen Student Teachers' subject-matter knowledge. It lays a foundation for the pedagogical content knowledge also required to effectively teach general science in primary school. The course covers core concepts in physical science, life science, and earth science. Also covered are the teaching strategies and instructional approaches that best support the development of conceptual understanding of science. This division in the objectives between content and process is primarily one of convenience. It allows outcomes to be adequately represented in a written document. In the classroom, content and process should always be addressed simultaneously. After completing General Science, the prospective Student Teachers will be well prepared to implement the National Curriculum in primary grades 1–5. The General Science materials are designed to prepare prospective primary teachers to teach inquiry science in grades 1–5.

Learning Outcomes

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

- begin to apply inquiry to the teaching of science at the elementary level
- identify, adapt, and modify investigations that lead to conceptual understanding
- begin to design science investigations around core concepts
- begin to understand the need for learning progressions
- recognize common misconceptions and be able to respond with appropriate remediation
- investigate the interdependence of living things (including humans) in an ecosystem
- investigate how changes in environments affect plants and animals (including humans)
- analyse data collected over time and explain how disruption in one part of an ecosystem can repeat throughout an ecosystem

Unit#1 Course Overview	
Week #	
1	<ul style="list-style-type: none">• Course overview Science in personal and social perspective• The nature of science and scientific investigation (observations and inferences)
2	<ul style="list-style-type: none">• Teaching of science: reflect upon the way Student Teachers learned science and how they want to teach science when they graduate• The role of scientists in development of science
Unit # 2	Populations and ecosystems
3	<ul style="list-style-type: none">• Basic needs of living things• Interdependencies of living things

	<ul style="list-style-type: none"> • (symbiotic relationships)
4	<ul style="list-style-type: none"> • Ecosystems and habitats • Population growth: • survival and extinction
5	<ul style="list-style-type: none"> • food chain • food web
UNIT 3:	Diversity and adaptations
6	<ul style="list-style-type: none"> • Diversity of living things • Systems of classification • Adaptations for survival
7	<ul style="list-style-type: none"> • Evolution and diversity • Teaching ‘diversity and adaptations’ in elementary grades
UNIT 4:	Earth: The blue planet
8	<ul style="list-style-type: none"> • Earth: an inhabitable planet • Weather and seasons • Categorizing the world by continents, biomes, vegetation zones, climate zones, etc.
9	<ul style="list-style-type: none"> • Introduction to maps; reading and creating simple data charts • Constant changes on Earth: • rock cycle
10	<ul style="list-style-type: none"> • Rivers (erosion/sedimentation) • Earthquakes and volcanoes • Teaching ‘diversity and adaptations’ in elementary grades
UNIT 5:	Force and motion
11	<ul style="list-style-type: none"> • Relationship among force, mass, and motion of an object • Interaction of objects as it relates to force and linear, constant motion Graphing of motion and basic calculations of speed and average speed
12	<ul style="list-style-type: none"> • Non-linear motion and accelerated motion (laws of motion) • Graphing of non-linear and accelerated motion • Teaching ‘force and motion’ in elementary grade
UNIT 6:	Properties of matter
13	<ul style="list-style-type: none"> • Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity <p>Atoms, molecules, mixtures, elements, and compounds</p>
14	<ul style="list-style-type: none"> • Introduction to the periodic table • Metals ,nonmetals and metalloids • States of matter: solid, liquid, gas (examples of water)
15	<ul style="list-style-type: none"> • Introduction to models and their limitations in science teaching • Teaching ‘properties of matter’ in elementary grades
16	Course revision

References and web links

- "Conceptual Integrated Science" by Paul G. Hewitt, Suzanne A. Lyons, and John A. Suchocki (Published in 2019)
- "CK-12 Life Science" by CK-12 Foundation (Published in 2017)
- "Interactive Science" by Pearson (Published in various editions for different grade levels)
- "Earth Science" by Edward J. Tarbuck, Frederick K. Lutgens, Dennis G. Tasa, and Kenneth G. Pinzke (Published in 2016)
- Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
- Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council
- The Teaching of Science in Primary Schools by Wynne Harlen
- Lederman, N., and Abd-El-Khalick, F. 'Avoiding De-Natured Science: Activities That Promote Understandings of the Nature of Science'. Retrieved from: Ø http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching_the_NatOSci.pdf.
- Understanding Science is a website that communicates what science is and how it works: Ø <http://undsci.berkeley.edu/index.php>.
- For an easy-to-understand illustration of Newton's laws of motion, refer to: Ø <http://teachertech.rice.edu/Participants/louviere/Newton/>.
- Teachers' Domain. 'Ecosystems'. <http://www.teachersdomain.org/resource/clim10.sci.life.eco.restoration/>.
- Teachers' Domain. 'Analyzing an Ecosystem'. <http://www.teachersdomain.org/resource/lsp07.sci.life.oate.ecosystem/>.
- Rock Cycle Animation. Ø <http://www.teachersdomain.org/resources/ess05/sci/ess/earthsys/rockcycle/>.

Course Title- General Methods of Teaching

Code: EDU-115

Semester-I

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view the students' needs to be well versed in modern teaching technique. This course not only equipped students with different teaching approaches and methodologies but also enable them to have personal teaching philosophy based on their personal experiences within the classroom and their previous experiences as students. Students are required to develop a rationale for adoption of a certain approaches and methodologies and critically analyze it with the help of peer feedback. This course will give them firm theoretical ground about different teaching approaches and will enable them to practice it with firm theoretical and philosophical background when they are exposed to practical field in the school environment during their teaching practicum.

Learning Outcomes

At the end of the course the students will be able to come up with;

- 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-centered 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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<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
Week 2	<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
Week 3	<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

Week	Details of the Topics
Week 4	<ul style="list-style-type: none"> • Learn names, interests, & learning strengths fast • Establish rules and routines • Group students • Organize books and other materials for easy access • Create pairs of students to help each other
Week 5	<ul style="list-style-type: none"> • Distinction between lower and higher order learning • Outcomes from lower order learning • Outcomes from higher order learning • Instructional activities that enable lower order learning • Instructional activities that enable higher order learning • Direct Instruction: a method to enable lower order learning • Inquiry Learning: a method to enable higher order learning • Different roles for teachers and students
Week 6	<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?
Week 7	<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 • Purposes of questions • Questions in lecture, demonstration and discussion • Wait time
Week 8	<ul style="list-style-type: none"> • Reasons to lecture • Structure of a lecture • Active lectures • Structure of a demonstration • Characteristics of good discussion
Week 9	<ul style="list-style-type: none"> • Open and closed questions • Lessons taught in class
Week 10	<ul style="list-style-type: none"> • Respect • Credibility • Fairness (justice) • Trust • Interest • Enthusiasm • Adaptive teaching
Week 11	<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
Week 12	<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
Week 13	<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

Week	Details of the Topics
	<ul style="list-style-type: none"> • Examples of formative assessment
Week 14	<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
Week 15	<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
Week 16	<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

Recommended books 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.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>
- UNESCO(1973). NewUNESCO sourcebook for science teaching. Retrieved on January 20,2012. <http://unesdoc.unesco.org/images/0000/0000056/005641e.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>

Course Title- Islamic Studies (Compulsory)

Code:

Semester-I

Credit hours: 02(2+0)

Course Description

This course has been designed keeping in view to engage the students in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam, Qur'an and Hadith, history, and particular cultural contexts. The area seeks to introduce and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah. Islamic Studies is the academic study of Islam and Islamic culture. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammad ﷺ.

Learning Outcomes

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

- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Introduction to Quranic Studies <ul style="list-style-type: none"> • Basic Concepts of Quran • History of Quran • Uloom-ul -Quran
Week 2	Study of Selected Text of Holly Quran <ul style="list-style-type: none"> • Verses of Surah Al-Baqra related to Faith (Verse No-284-286) • Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
Week 3	Study of Selected Text of Holly Quran <ul style="list-style-type: none"> • Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11) • Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77) • Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)
Week 4	Study of Selected Text of Holy Quran <ul style="list-style-type: none"> • Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.) • Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment • Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)
Week 5	Seerat of Holy Prophet (S.A.W) <ul style="list-style-type: none"> • Life of Muhammad Bin Abdullah (Before Prophet Hood) • Life of Holy Prophet (S.A.W) in Makkah • Important Lessons derived from the life of Holy Prophet in Makkah
Week 6	Seerat of Holy Prophet (S.A.W) II <ul style="list-style-type: none"> • Life of Holy Prophet (S.A.W) in Madina • Important Events of Life Holy Prophet in Madina • Important Lessons Derived from the life of Holy Prophet in Madina
Week 7	Introduction To Sunnah <ul style="list-style-type: none"> • Basic Concepts of Hadith • History of Hadith • Kinds of Hadith

Week	Details of the Topics
	<ul style="list-style-type: none"> • Uloom –ul-Hadith • Sunnah & Hadith • Legal Position of Sunnah
Week 8	Selected Study from Text of Hadith <ul style="list-style-type: none"> • Introduction To Islamic Law & Jurisprudence • Basic Concepts of Islamic Law & Jurisprudence • Sources of Islamic Law & Jurisprudence • Nature of Differences in Islamic Law • Islam and Sectarianism
	Midterm Examination
Week 9	Islamic Culture & Civilization <ul style="list-style-type: none"> • Basic Concepts of Islamic Culture & Civilization • Historical Development of Islamic Culture & Civilization
Week 10	<ul style="list-style-type: none"> • Characteristics of Islamic Culture & Civilization • Islamic Culture & Civilization and contemporary issues
Week 11	Islam & Science <ul style="list-style-type: none"> • Basic Concepts of Islam & Science • Contributions of Muslims in the Development of Science • Quranic & Science
Week 12	Islam & Science <ul style="list-style-type: none"> • Social System of Islam • Basic Concepts of Social System Of Islam • Elements of Family • Ethical Values of Islam
Week 13	Islamic Economic System <ul style="list-style-type: none"> • Basic Concepts of Islamic Economic System • Means of Distribution of wealth in Islamic Economics
Week 14	<ul style="list-style-type: none"> • Islamic Concept of Riba • Islamic Ways of Trade & Commerce
Week 15	Political System of Islam <ul style="list-style-type: none"> • Basic Concepts of Islamic Political System • Islamic Concept of Sovereignty • Basic Institutions of Government in Islam
Week 16	Islamic History <ul style="list-style-type: none"> • Period of Khlaft-E-Rashida • Period of Ummayyads • Period of Abbasids
	Final Term Examination

Recommended books references

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

Semester-II Subject-wise Contents

Semester - II	Course Code	Name of Subject	Nature
		English-II (Communicative Skills)	Compulsory
		Computer Literacy	Foundational
		Classroom Management	Foundational
		General Mathematics	Compulsory
		Pakistan Studies	Compulsory

Course Title- English II (Communication Skills)

Code: EDU-121

Semester-II

Credit hours: 3(3+0)

Course Description

English II (Communication Skills) is designed to enhance students' proficiency in English language communication. Building upon the foundational skills acquired in English I, this course focuses on further developing students' abilities in reading, writing, speaking, and listening. The primary goal is to enable students to communicate effectively and confidently in a variety of real-life situations.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Effective communication <ul style="list-style-type: none">• Communicating effectively• The communication cycle and process• Communication barriers
Week 2	Language Development of English Language Teachers (ELT) <ul style="list-style-type: none">• Understanding group dynamics• Understanding ELT as a self-directed learner• Developing Language awareness by using CLT activities
Week 3	Organizing a message <ul style="list-style-type: none">• Grammatical accuracy in speech and writing• Coherence and clarity• Opening statement/topic sentence & key words
Week 4	Effective presentations <ul style="list-style-type: none">• The ingredients of a successful presentations• Structuring a presentation – the key stages• Using visual displays to present key facts and figures
Week 5	Presenting in a logically organized and interesting manner <ul style="list-style-type: none">• Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon• Tips to hold your audience's attention• Preparing for a presentation• Delivering a five-minute presentation
Week 6	Sound patterns and tone <ul style="list-style-type: none">• Vowel and consonant sounds and clusters• Phonemes and syllables• Stress and intonation

Week	Details of the Topics
Week 7	Modes of communication <ul style="list-style-type: none"> • Audience and purpose - Visual texts: pictures and video clips • Identifying purpose and audience in different texts
Week 8	Audience specific <ul style="list-style-type: none"> • Writing for different audience • Presenting informally vs. formally • Communicating through different mediums
Week 9	Understanding the purpose <ul style="list-style-type: none"> • Reading for meanings • Reports/Descriptive vs. narrative texts • Argumentative vs. persuasive texts Writing/Presenting persuasively
Week 10	Public speaking <ul style="list-style-type: none"> • Speech/presentation: extemporary and prepared • Public announcements News broadcast
Week 11	Being interviewed <ul style="list-style-type: none"> • Résumé/CV • Interview skills Interviewing for a job/internship
Week 12	Persuasive writing <ul style="list-style-type: none"> • Writing persuasively • Applications Letters of advice/direct request
Week 13	Collecting information <ul style="list-style-type: none"> • Power reading/study skills • Note-taking; summarizing • Synthesizing information
Week 14	Graphical information <ul style="list-style-type: none"> • Reading graphical information: data presented through charts, graphs, etc. • Converting a report to a chart/graph • Summary and outline
Week 15	Collecting and presenting data objectively <ul style="list-style-type: none"> • Small scale research project • Developing a questionnaire • Gathering data and presenting findings • Reporting results
Week 16	<ul style="list-style-type: none"> • Project presentation • Revisions

Text book(s) and references

1. Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.
2. Swan, J. *Practical English Usage* (3rd editions) Oxford University Press
3. Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press
4. Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press
5. Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association
6. Grover, S. M. (2005). Shaping effective communication skills and therapeutic relationships at work: The foundation of collaboration. *Aaohn journal*, 53(4), 177-182.
7. Ellis, R. (2009). *Communication skills: Stepladders to success for the professional*. Intellect Books.

8. Hargie, O. (Ed.). (1997). *The handbook of communication skills*. Psychology Press.

Websites

The following websites provide a wealth of resources:

1. <http://www.bbc.co.uk/worldservice/learningenglish>
2. <http://learnenglish.britishcouncil.org/en/>
3. <http://www.teachingenglish.org.uk/>
4. Grammar software free download
5. <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
6. <https://owl.purdue.edu/>
7. <https://www.bbc.co.uk/learningenglish>

Course Title- Computer Literacy

Code: EDU-122

Semester-II

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view that This course will prepare teachers to understand, use, and apply technologies (computers, digital cameras, mobile phones) in effective, efficient, and ethical ways. Advanced technologies are more pervasive today than they have ever been, and their uses are expanding continually. Information and Communications Technology (ICT) is significantly enhancing and altering human activity and enabling us to live, work, and think in ways that most of us never thought possible. Prospective teachers will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources, thus enabling them to be lifelong learners in the twenty-first century

Learning Outcomes

At the end of the course trainee-teachers develop confidence and an aptitude for using computers and will be able to:

- Use computer technology as a tool for communication & collaboration, problem solving
- Create productivity materials related to teaching profession (lesson plans, result sheets etc)
- Use computers technology for personal & professional growth, for research and
- Generating new knowledge
- Explore new technologies/knowledge for career growth as lifelong learners

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<p>Session 1: History and classification of computers</p> <ul style="list-style-type: none">• Introduction to computer• Examples of computer• personal computers (desk-top, laptops, pocket PCs/hand-held computers) main-frame computer systems• Brief history of computers with timeline <p>Session 2: Introduction to computers – Learning about Input devices</p> <p>Knowledge about and interfacing with:</p> <ul style="list-style-type: none">• Input devices (Examples: mouse, keyboard, scanner, joystick, webcam, digital camera, barcode reader, digital voice recorder, etc.)• Knowing the mouse and keyboard• Interfacing with the computer using mouse and keyboard• Practicing to input data using a mouse (left-click, right-click, move, drag, trackball, double-click), etc. <p>Session 3: Learning about different parts (hardware) of computer and accessories</p> <ul style="list-style-type: none">• Output devices (Examples: printer, speaker, projector, etc.)• Storage devices (hard disk, USB-flash disk,• CDs/DVDs, memory card, etc.)• Understanding of Central Processing Unit (CPU)• How do computers work?
Week 2	<p>Session 1: Computer Software</p> <ul style="list-style-type: none">• Operating/System software introduction• Application software- usage & types (word processing, spreadsheets, multimedia, etc.) <p>Session 2: Interfacing with computer</p> <p>Hands-on activities on:</p> <ul style="list-style-type: none">• User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.)

Week	Details of the Topics
	<ul style="list-style-type: none"> • Working with the Operating System • Start/Shut down (menu, purpose, etc.) • User window (Minimizing, maximizing and closing a window, menu, status and other bars, etc.) • Basic concepts of Desktop, Icons, shortcuts, etc. Session 3: Interfacing with computer (Contd.) • Working with the Operating System (Continued) • Control Panel • Using Help • Selecting a Printer, Changing a Default Printer, Checking the Status of a Printer
Week 3	<p>Session 1: Interfacing with computer (Contd.)</p> <ul style="list-style-type: none"> • Concept of files and folders (types of files and extension) • File and folder properties • Renaming a folder, etc. (Practicing to input data using a keyboard) <p>Session 2: Interfacing with computer (Contd.)</p> <ul style="list-style-type: none"> • Types of storage devices • Practically knowing and accessing storage devices/drives <p>Session 3: Interfacing with computer (Contd.)</p> <ul style="list-style-type: none"> • Data transfer between different storage devices (Example: to/from USB-flash disk to hard disk, etc.)
Week 4	<p>Session 1: Internet basics</p> <ul style="list-style-type: none"> • Introduction to Internet and the World Wide Web (www) • Internet browsing applications (Examples: • Internet Explorer, Mozilla Firefox, Apple Safari, etc.) • Web addresses and links <p>Session 2: Internet basics (Contd.)</p> <ul style="list-style-type: none"> • Interfacing with the Internet browser window • (browser menu-bar, buttons, scrolling, clicking on links, etc.) • Search engines <p>Session 3: Internet basics (Contd.)</p> <ul style="list-style-type: none"> • Using specialized web-sites (see reference web links) searching for information (search tips, etc.)
Week 5	<p>Session 1: Introduction to different types of Networks (LAN/WAN, wireless)</p> <p>Brief introduction to:</p> <ul style="list-style-type: none"> • Local Area Network (LAN); sharing on a LAN; • Wide Area Network (WAN); Wireless Networks • Sharing on networks; network-related security • issues • Firewalls <p>Session 2: Security (Identity and virus protection)</p> <ul style="list-style-type: none"> • Security (Identity and virus protection): <ul style="list-style-type: none"> ○ Protection against virus and spam emails ○ What is Hacking, and protecting against it <p>Session 3:</p> <p>Troubleshooting, software installation and protection</p> <ul style="list-style-type: none"> • Software installation (Example: Installing an electronic Dictionary) • Utilities: • What is file compression and why it is needed • File compression applications (Winzip, other programs) • Learning to compress files and folders using Windows default options (Zip, rar)
Week 6	<p>Using Productivity Applications (Word Processing) (Microsoft Word, OpenOffice.org Writer)</p> <ul style="list-style-type: none"> • General introduction to application window • Creating, saving & opening documents

Week	Details of the Topics
	<ul style="list-style-type: none"> • Formatting, editing Pages, text & paragraphs • Adding pictures to pages (Clipart & from file)
Week 7	<ul style="list-style-type: none"> • Working with tables, charts & graphs • Working with Diagrams (Using “draw” feature) • Print preferences, printer properties and printing a document • Using preset and advance features • Using word processing to create classroom instruction documents (diagrams, lesson plan, worksheets, flash cards, brochures, newsletters) and motivation tool (certificate)
Week 8	Using Productivity Applications (Spreadsheet) <ul style="list-style-type: none"> • Using Productivity • Applications(Spreadsheets: (Microsoft Excel, OpenOffice.org Calc) • General introduction to spreadsheets interface
	Midterm Examination
Week 9	<ul style="list-style-type: none"> • spreadsheet (cell alignment, changing font face and size, adding background color to cells and rows, inserting picture) • Doing Mathematics (formulas: addition, subtraction, average, logic formula etc)
Week 10	<ul style="list-style-type: none"> • Creating, saving & opening spreadsheet • Using worksheets (renaming and adding worksheets) • Adding and working with information (formatting cells, adding comments, inserting hyperlinks) • Changing the look of information with Making charts (formatting i.e. background, legend, color of bars, creating pictograph) Including print properties using spread sheets to create class room management documents (seating chart, electronic attendance register, result sheet, student academic performance graph, bio data)
Week 11	Using Productivity Application (Multimedia) Microsoft PowerPoint, OpenOffice.org Impress Using Productivity Applications(Multimedia Presentation: Microsoft PowerPoint, OpenOffice.org Impress) <ul style="list-style-type: none"> • General introduction to multimedia application • Creating, saving & opening presentation • Viewing and working with slides • Building presentations (adding, moving/sorting and duplicating a slide) • Making slides look good (applying templates, changing color schemes, slide layout, background)
Week 12	<ul style="list-style-type: none"> • Adding pictures and artistic effects (inserting compressing pictures, applying borders to pictures and other objects, adding 3-D effects, • Adding sounds, movies and links • Adding animations and special effects (applying slide transition, adding & customizing animations, adding action buttons, turning off animations) • Setting up and playing presentation (printing presentations, setting time) • Using multimedia to create presentation (school profile, lesson presentation, action plans, assignment presentation, etc)
Week 13	Making Connections Searching and saving web resources (images, audio, videos) <ul style="list-style-type: none"> • Searching multimedia resources • Uploading, downloading documents and other files (pictures, audio, etc.) • Saving information from Web pages • Interfacing with online multimedia resources • (Example: videos on www.youtube.com about learning computer) (3 sessions) Communicating through Internet <ul style="list-style-type: none"> • Creating and using e-mail to communicate and Collaborate E-mail management (creating, sorting,

Week	Details of the Topics
	forwarding, searching, flagging, deleting) <ul style="list-style-type: none"> • Attaching document (files & folders) • Using Web 2.0, Using chat/talk applications • (Skype, GoogleTalk, etc.)
Week 14	Online collaboration applications <ul style="list-style-type: none"> • Introduction to online collaboration • Working with an online collaboration application (Application: Google docs) • Creating, importing and editing a file – document, spreadsheet & presentation) Sharing and accessing online files
Week 15	Using multimedia digital devices with a computer <ul style="list-style-type: none"> • Introduction and examples of digital devices • (camera, mobile phone, digital voice recorders, etc.) • Using a digital camera and other technologies i.e. • mobile phones to down-load images, and videos • Transferring images and videos to computer from • mobile devices (mobile phone, camera) • Using multimedia applications (Examples: Real Player, Windows Media Player, Quick Time Player etc) to play educational audio & video clips
Week 16	Use of computer in daily life Session-1: Working in the information society <ul style="list-style-type: none"> • Uses of computer at workplace, in community, for communication, education & research, literacy entertainment Session-2: Computer ethics <ul style="list-style-type: none"> • Code of ethics • Computer crime • Copyrights Law and fair-use guidelines and plagiarism Session-3: Computer-Assisted Instruction (CAI) <ul style="list-style-type: none"> • Computer as a teacher • Use of computer-assisted instruction • Online education (Example: Virtual University of Pakistan)
	Final Term Examination

Recommended books (at least 07 books and 07 websites)

1. Introduction to Computers 6th International Edition, Peter, N. McGraw-Hill
2. Using Information Technology: A Practical Introduction to Computer & Communications, 6th Edition. Williams, S. McGraw-Hills.
3. Computers, Communications & information: A user's introduction, Sarah, E. Hutchinson. Stacey, C. Swayer.
4. Fundamentals of Information Technology, Alexis L Mathewsleon LeonPress.
5. <https://computer.howstuffworks.com/motherboard1.htm>
6. Programming Mobile Devices: An Introduction for Practitioners by Tommi Mikkonen, Wiley; 1st Edition (March 19, 2007). ISBN-10: 0470057386.
7. Professional Mobile Application Development by Jeff McWherter & Scott Gowell, Wrox; 1st Edition (September 4, 2012). ISBN-10: 1118203909

Course Title- Classroom Management

Code: EDU-123

Semester-II

Credit hours: 3(3+0)

Course description

One of the foremost reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise as 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, and the course of these events is often unpredictable. 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 programme of study that aims to prepare prospective teachers must, therefore, equip them with knowledge and strategies for becoming effective classroom managers. In its narrowest sense, classroom management is defined in terms of disciplining and controlling students. However, this course places the goal of student learning at the heart of classroom management. That is, it views the best-managed classrooms as ones in which 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.

Course objectives and outcomes:

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

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

Unit 1: What is Classroom Management?	
Week #	
1	<ul style="list-style-type: none">• 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?
2	<ul style="list-style-type: none">• Classroom Observations and Data Collection (students spend 6 hours in a classroom• including class and out-of-class hours)
3	<ul style="list-style-type: none">• What are the features of Classroom Management? (physical environment, social environment)• What challenges must teachers negotiate in the management of a classroom?

4	<ul style="list-style-type: none"> • How do classroom discipline and management differ? • What kind of classroom environment do I want?
5	<ul style="list-style-type: none"> • What do I need to think about in designing the effective classroom environment? • Identifying resources for learning • Using displays and visuals for enhancing the learning environment in the classroom
6	<ul style="list-style-type: none"> • Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment • Building the social environment
• Unit 2:	• Curriculum and Classroom Management
7	<ul style="list-style-type: none"> • 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?
8	<ul style="list-style-type: none"> • Planning, motivation, teaching and assessing the curriculum • Differentiation of instruction
9	<ul style="list-style-type: none"> • Multi-grade classrooms • Over-crowded classrooms
UNIT 3: Routines, Schedules and Time Management in Diverse Classrooms	
10	<ul style="list-style-type: none"> • 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?
11	<ul style="list-style-type: none"> • How might routines and structures be used to teach specific subject content like Math, • Science or Literacy? • How might routines and structures be used to promote cooperation and collaborative learning?
UNIT 4 -	• Creating Shared Values and Community
12	<ul style="list-style-type: none"> • What is community inside and outside the classroom and school? • What is community participation and involvement? • What are typical practices of community participation? • How can I manage involvement of the community in my classroom?
13	<ul style="list-style-type: none"> • What routines and structures need to be put in place? • In what ways might community involvement be different in multi-grade classroom • How can I create an “ethic of care” in my classroom?
14	<ul style="list-style-type: none"> • diverse classrooms as caring, democratic communities • respectful relations between teacher and students, students and students • How can a caring classroom help me build responsible actions and personal accountability? • What happens when behavior breaks down? • How do I deal with unexpected events?
UNIT 5	Learning and motivational Theories
15	<ul style="list-style-type: none"> • What are the learning theories? • What is Motivation?

	<ul style="list-style-type: none"> • Types of motivation
UNIT 6 –	<ul style="list-style-type: none"> • Planning the Classroom Environment
16	<ul style="list-style-type: none"> • How can I use what I have learned to create the classroom I want? • Peer critique and review of final projects • Summary and closure

Text book(s) and references

- "The Classroom Management Book" by Harry K. Wong and Rosemary T. Wong (Published in 2014)
- "Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom" by Jane Nelsen, Lynn Lott, and H. Stephen Glenn (Published in 2000)
- "Tools for Teaching" by Fredric H. Jones (Published in 2007)
- "Classroom Management for Art, Music, and PE Teachers" by Michael Linsin (Published in 2012)
- L. Hammond, K. Austin, S. Orcutt, and J. Rosso, How People Learn: Introduction to Learning Theories (published in 2001)
- <https://www.edusys.co/blog/what-are-multi-grad-classroom-advantages-disadvantages>
- <https://www.educationalschooltrip.com/what-is-field-trip-definition-of-field-trip-in-education/>
- <https://blog.hubspot.com/marketing/intrinsic-and-extrinsic-motivation>
- <https://www.prodigygame.com/main-en/blog/classroom-management-strategies/>
- <https://blog.teachmint.com/types-of-learning-resources-a-walkthrough/>
- M.R. Henley, 'Introduction to Proactive Classroom Management', Classroom Management: A Proactive Approach (Upper Saddle River, NJ: Pearson, 2009), Available at:
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf
- S. Vincent, The Multigrade Classroom: A Resource Handbook for Small Rural Schools – Book 3: Classroom Management and Discipline (Portland, OR: Northwest Regional Educational Laboratory). Available at:
http://educationnorthwest.org/webfm_send/1152

Course Title- General Mathematics (Compulsory)

Code: EDU-124

Semester-II

Credit hours: 3(3+0)

Course Description

This course has been designed to prepare Student Teachers for teaching mathematics in elementary grades. It provides opportunities for Student Teachers to strengthen their mathematical knowledge and skills and to gain confidence in their understanding of mathematics. An important outcome of this course is for Student Teachers to be able to teach mathematics successfully in the primary, elementary, and middle grades. The overall organization of the course is divided into four units:

- 1) Numbers and operations
- 2) Algebra
- 3) Geometry and geometric measurement
- 4) Information handling

Each unit of study has a consistent design or organization and is meant to maximize Student Teachers' time for learning.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Numbers and Operations Counting <ul style="list-style-type: none">• Models for Addition & Subtraction with natural numbers• Addition and Subtraction as inverse Operations• Word problems involving addition and subtraction
Week 2	Place Value (Numbers and Operations) <ul style="list-style-type: none">• Working in the base-10 system• Models for Multiplication with natural numbers• Multiplication and Division as inverse operations• Models for Division with natural numbers• Nature of the remainder in division• Factors, Prime and Composite Numbers
Week 3	Fractions and Decimals <ul style="list-style-type: none">• Models of fractions (sets, number line, area, volume)• Types of fractions (proper, improper and mixed-number)• Decimals as fractions linked to base-10 place value• Concept of GCF and LCM• Operations with fractions and decimals
Week 4	Percent Ratios and Proportion Rates <ul style="list-style-type: none">• Percent as related to fractions and decimals• Ratio and Proportion• Rates
Week 5	Integers <ul style="list-style-type: none">• Integers• Operations with integers• Venn Diagrams
Week 6	Algebra as Generalized Arithmetic Patterns

Week	Details of the Topics
	<ul style="list-style-type: none"> Repeating patterns and growing patterns Generalizing a pattern and finding a rule
Week 7	Algebraic terminology, <ul style="list-style-type: none"> The concept of x as a variable, coordinate graphs, multiple representations, The concept of identity, Creating coordinate graphs Continuous, discontinuous, and discrete graphs, Equivalent expressions
Week 8	Linear functions, Order of Operations <ul style="list-style-type: none"> Interpreting tables, graphs and equations of linear functions, The concept of slope Order of Operations, Square expressions and equations Symbol manipulation Interpreting tables, graphs and equations of quadratic functions Solving for x, the unknown
	Midterm Examination
Week 9	Polygons <ul style="list-style-type: none"> Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,
Week 10	Undefined terms in geometry Identification and construction of angles <ul style="list-style-type: none"> Point, line, line segment, ray Models of angles, Benchmark angles Classifying angles by measurement
Week 11	Geometric Measurement: <ul style="list-style-type: none"> Area and Perimeter of polygons, Perimeter and Area formulas
Week 12	Geometric Measurement: <ul style="list-style-type: none"> Circumference and Area of Circles Surface Area of Cuboids and Cylinders Circumference and Area formulas, Surface Area formulas
Week 13	Volume of Cuboids and Cylinders <ul style="list-style-type: none"> Introduction to the Pythagorean Theorem, Volume formulas
Week 14	<ul style="list-style-type: none"> squares, square numbers, square roots (surds) The Pythagorean Theorem
Week 15	Graphic displays of information <ul style="list-style-type: none"> Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous) Interpret the above graphic displays of data
Week 16	Measures of dispersion and central tendency <ul style="list-style-type: none"> Range, Mean, Median, Mode
	Final term Examination

Recommended books (at least 07 books and 07 websites)

- NCTM Illuminations <http://illuminations.nctm.org/>
- New Zealand's Maths Curriculum: <http://nzmaths.co.nz/>
- UK's N-Rich Maths site: <http://nrich.maths.org/public/>
- How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.
- What does Good Mathematics Instruction Look Like?:
<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>
- Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.
- Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.
- Mathematics Explained for Primary Teachers, by Derek Haylock, published by SA

Course Title- Teaching of Islamic Studies

Code: EDU-125

Semester-II

Credit hours: 3(3+0)

کورس کا تعارف

اسلامیات کی تعلیم اساتذہ کے تربیتی کورس کی سب سے اہم موضوعات میں سے ایک ہے۔ اساتذہ کے لئے قومی پیشہ ورانہ معیار میں ایک معیار اسلامی تعلیمات میں قابل ہونا ہے۔ اور اس کا مقصد طلباء کو اسلامی تعلیمات سے روشناس کرانا ہے۔ حضرت محمد ﷺ کے طریقے تدریس جو کہ محمد ﷺ نے اپنے صحابہ کرام کے تدریس کے لئے اپنائے تھے انتہائی اہمیت کے حامل ہیں

تدریسی مقاصد

طلباء اس کورس کے اختتام پر اس قابل ہونگے کہ

۱۔ اسلامی نظریہ تدریس کو جان سکے

۲۔ وہ حضور ﷺ کے اپنائے ہوئے طریقے تدریس سے روشناس ہو سکے

۳۔ اسلامیات کو نئے طریقے تدریس سے پڑھا سکے

۴۔ اسلامیات میں سمیع و بصری معاونات کا استعمال کر سکے

۵۔ مسلمان مفکرین کی تدریسی خیالات کا تجزیہ کر سکے

Course outline and Weekly class plan

Details of the Topics	Week
یونٹ نمبر۔ ۱۔ نظریاتی پس منظر ۱۔ اسلام کا تدریسی نظریہ Islamic Concept of Teaching ۲۔ تدریس قرآن اور حدیث کی روشنی میں Teaching in the light of Quran And Hadith	Week 1
۳۔ تدریس کے اسلامی اصول Islamic Principles of Teaching ۴۔ تدریسی اسلامیات کے مقاصد عمومی و خصوصی general and Specific objectives of teaching of Islamiyat	Week 2
یونٹ نمبر۔ ۲۔ اسلامیات میں روایاتی طریقے تدریس ۱۔ اسلامیات میں تقرری طریقے تدریس Lecture method in teaching of Islamiyat	Week 3
۲۔ اسلامیات میں عملی طریقے تدریس Demonstration Method of teaching of Islamiyat ۳۔ اسلامیات میں بیانیہ طریقے تدریس Translation Method of teaching of Islamiyat	Week 4
۴۔ اسلامیات میں منطقی طریقے تدریس Logical Method of Teaching of Islamiyat	Week 5
یونٹ نمبر۔ ۳۔ اسلامیات میں جدید طریقے تدریس ۱۔ اسلامیات میں تدریسی طریقے تدریس Problem solving method	Week 6

Details of the Topics	Week
۲۔ اسلامیات میں انکشافی طریقے تدریس Heuristic Method of Teaching ۳۔ اسلامیات میں دریافتی طریقے تدریس Discovery Method of Teaching	Week 7
یونٹ نمبر۔ ۴۔ اسلامیات میں طریقے تدریس کے تراکیب (تکنیک) ۱۔ سوالات کا قرآنی پس منظر (Questioning method (Quranic Approach)	Week 8
۲۔ احادیث کی روشنی میں گروہی مباحثہ Group Discussion in the light of Hadith ۳۔ تدریس اسلامیات میں مشق کی اہمیت Importance of Drill/ Practice in the teaching of Islamiyat	Week 9
یونٹ نمبر۔ ۵۔ اسلامیات میں سمعی و بصری معاونات ۱۔ قرآن اور سنت کی روشنی میں تدریسی معاونات کی اہمیت اور استعمال The Importance and Use of Teaching Aids in	Week 10
۲۔ تدریسی معاونات کے استعمال کے اصول Principles of the use of teaching aids ۳۔ اسلامیات میں کم خرچ تدریسی معاونات کی تیاری Preparing Low Cost teaching Aids	Week 11
یونٹ نمبر۔ ۶۔ تدریس اور مسلمان مفکرین ۱۔ نبی کریم ﷺ کا طریقے تدریس Teaching Methods of The Holy Prophet Muhammad Peace Be Upon Him	Week 12
۲۔ امام غزالیؒ کا طریقے تدریس Teaching Methods of Imam Al-Ghazali	Week 13
۳۔ ابن خلدونؒ کا طریقے تدریس Teaching Methods of Ibn-e- Khaldun	Week 14
۴۔ شاہ ولی اللہؒ کا طریقے تدریس Teaching Methods of Shah Wali Ullah	Week 15
یونٹ نمبر۔ ۷۔ تدریسی اسلامیات میں جائزے کا تصور تدریسی اسلامیات کے جائزے کے طریقے	Week 16

حوالہ جات / مصدر و مراجع

تدریس اسلامیات مصنف ڈاکٹر ظہور اسلام، علامہ اقبال اوپن یونیورسٹی اسلام آباد، پاکستان

تفہیم القرآن۔ مصنف سیدنا ابو علی مودودی، مکتب رحمانیہ اقرآن سنز، پاکستان

معارف القرآن، مولانا محمد شفیع مکتب معارف القرآن کراچی

صحیح بخاری سیدنا امام بن اسماعیل بخاری مکتب حذیفہ اکیڈمی

Course Title- Pakistan Study (Compulsory)

Code:

Semester-II

Credit hours: 2(2+0)

Course Description

This course has been designed keeping in view to:

- create awareness among children about Pakistan as an enlightened nation by comparing it with the rationale and endeavors for Pakistan's creation
- educate children about the key concepts in disciplines comprising Pakistan Studies, including history, geography, economics, and political science
- assist children in identifying various perspectives on current, persistent, and controversial issues in Pakistan; identify their own position on these issues, and be able to support them
- instill in Student Teachers a sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony
- design and implement a project to promote active and responsible citizenship and help children and young people do the same

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Introduction; The concept of civilization <ul style="list-style-type: none">• Introduction to the course• Civilization• Ancient civilizations of Indus valley: Mohenjo-Daro and Harrapa Skills development <ul style="list-style-type: none">• Inquiry skill• Presentation skill• Teaching history: facts versus opinions
Week 2	Ideological rationale with reference to important personalities <ul style="list-style-type: none">• Two nation theory: Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam Muhammad Ali Jinnah Factors leading to the birth of a nation <ul style="list-style-type: none">• Factors leading to the creation of Pakistan - Economic, Social and Political
Week 3	Factors leading to the birth of a nation <ul style="list-style-type: none">• Factors leading to the creation of Pakistan - Economic, Social and Political Struggle for Pakistan <ul style="list-style-type: none">• British colonization and Muslim reform movement (1857 – 1905)• The struggle of independence (1905 – 1940)
Week 4	Struggle for Pakistan <ul style="list-style-type: none">• The Pakistan movement (1940 – 1947)• The teething years (1947 – 1958)

Week	Details of the Topics
	<ul style="list-style-type: none"> Modern day Pakistan (1959 – 2012) Geography of Pakistan <ul style="list-style-type: none"> General overview to geography of Pakistan Introduction to project work
Week 5	Map skills <ul style="list-style-type: none"> Globe and different types of map Skill development: map and globe reading and interpreting Physical features of Pakistan <ul style="list-style-type: none"> Physical features of Northern and Western Highlands and The Punjab Plains
Week 6	Weather and climate; Factors affecting weather and climate <ul style="list-style-type: none"> Factors that influence weather and climate of Pakistan Major climatic zones of Pakistan and their characteristics Environmental problems in Pakistan <ul style="list-style-type: none"> Major Natural and Human Made Disasters in Pakistan Disaster Management / Preparedness
Week 7	Movement and Human environment interactions <ul style="list-style-type: none"> Movement: people, goods and ideas; Humans adapt to the environment / Humans modify the environment / Humans depend on the environment. Population and its effects on economy <ul style="list-style-type: none"> Population density and distribution Population growth and its effects on economy of the country
Week 8	Economic system of Pakistan <ul style="list-style-type: none"> Mixed economy GDP, Budgets, Expenditure, Income and Taxes
	Midterm Examination
Week 9	Agriculture in Pakistan <ul style="list-style-type: none"> Role and importance of agriculture in Pakistan's economy Agriculture production and productivity Industry in Pakistan <ul style="list-style-type: none"> Contribution of industrial sector to national economy Prospects for industrialization Service tertiary
Week 10	Trade in Pakistan <ul style="list-style-type: none"> Major imports and exports of Pakistan Economic Development <ul style="list-style-type: none"> Economic development and growth Economic development of Pakistan
Week 11	The government of Pakistan <ul style="list-style-type: none"> Introduction Systems, levels functions and branches of government The Constitution of Pakistan: key features and implications
Week 12	The Political Phases <ul style="list-style-type: none"> Pakistan: The early years (1947 – 1958) The Ayub Era (1958 – 1969) The Yahya Regime (1969-1971) The Z. A. Bhutto Era (1971-1977) The Political Phases <ul style="list-style-type: none"> The Zia Regime (1977-1988) Civilian Rule (1988-1999) Musharraf Rule (1999-2008) Zardari Rule (2009 – present)
Week 13	Media role in Pakistan Citizen participation

Week	Details of the Topics
	<ul style="list-style-type: none"> • The role of the citizen in a democracy; • Civil society and the role of civil society • Major Civil Society Organizations: Origin, Growth, Contribution and Impact
Week 14	Citizen participation Role of major political parties in politics of Pakistan Contemporary Pakistan <ul style="list-style-type: none"> • Politics
Week 15	Contemporary Issues <ul style="list-style-type: none"> • Major Social, Cultural, Sectarian and Ethnic issues The future of Pakistan <ul style="list-style-type: none"> • Economic Prospects • Positional opportunities and threats
Week 16	Consolidation of the course Conclusion of the course

Recommended books

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

Semester-III Subject-wise Contents

Semester – III	Course Code	Name of Subject	Nature
		Teaching Literacy Skills	Professional
		Art, Crafts and Calligraphy (Content)	Content
		Teaching of Urdu/Regional Languages	Professional
		Teaching of General Science	Professional
		Instructional and Communication Technology (ICT) in Education	Professional
		Teaching Practice	Short Term

Course Title- Teaching Literacy Skills

Code: EDU-231

Semester-III

Credit hours: 3(3+0)

Course Description

The "Teaching Literacy Skills" course is designed to equip educators with the knowledge and pedagogical strategies needed to effectively teach literacy skills to learners of all ages. Literacy skills, including reading, writing, listening, and speaking, are foundational to academic success and lifelong learning. This course explores theories, methods, and practical approaches to promote literacy development in diverse educational settings.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Introduction• Why this Course?• What is Skilled Reading? What is Skilled Writing?
Week 2	<ul style="list-style-type: none">• Components of Reading• Oral Language as the Foundation of Reading• The Sub-systems of Language
Week 3	<ul style="list-style-type: none">• Learning to Read and Write in a Multilingual Context• Home-School Connection• Stages of Second-Language Acquisition
Week 4	<ul style="list-style-type: none">• Phases and Models of Reading and Spelling Development
Week 5	<ul style="list-style-type: none">• Stages of Writing Development
Week 6	<ul style="list-style-type: none">• Week Six Phonological Awareness• Alphabetic Principle
Week 7	<ul style="list-style-type: none">• Week Seven Instructional Strategies for Word Recognition
Week 8	<ul style="list-style-type: none">• Book Reading
Week 9	<ul style="list-style-type: none">• Literacy-Rich Classroom Environment• Types of print resources to use in the early-literacy classroom• Differentiating instruction in a print-rich classroom
Week 10	<ul style="list-style-type: none">• Instruction Strategies for Fluency• Week Thirteen Matching Texts to Students
Week 11	<ul style="list-style-type: none">• Instructional Strategies for Vocabulary
Week 12	<ul style="list-style-type: none">• Book Reading
Week 13	<ul style="list-style-type: none">• Instructional Strategies for Comprehension

Week	Details of the Topics
Week 14	Guided Reading
Week 15	Writing as a Window Into Reading
Week 16	Course Wrap-Up

Recommended books

1. Kern, R. (2000). *Literacy and language teaching*. Oxford University Press.
2. Hannon, P. (2013). *Literacy, home and school: Research and practice in teaching literacy with parents*. Routledge.
3. Fox, R., Medwell, J., Poulson, L., & Wray, D. (2003). *Teaching literacy effectively in the primary school*. Routledge.
4. Tompkins, G. E. (1997). *Literacy for the Twenty-First Century: A Balanced Approach*. Merrill Prentice Hall, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
5. Appleman, D. (2014). *Critical encounters in secondary English: Teaching literacy theory to adolescents*. Teachers College Press.
6. Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times* (pp. 91-111). Boston, MA: Pearson.
7. Baldwin, P., & Fleming, K. (2003). *Teaching literacy through drama: Creative approaches*. Routledge.

Websites

1. <http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF> Learning to Read and Write: Developmentally Appropriate Practices for Young Children
2. <http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf> Where we Stand: On Learning to Reading and Write
3. 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
4. <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
5. <http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf> Put Reading First: Help Your Child Learn to Read
6. <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> Put Reading First: Kindergarten to Grade 3
7. <http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf> The Natural Approach: Stages of Second Language Development
8. <http://www.readinga-z.com>: Reading A to Z
9. www.ttms.org/: Teaching That Makes Sense
10. <http://www.readingrockets.org/>: Reading Rockets
11. <http://www.colorincolorado.org/>: Colorin Colorado
12. <http://www.pbs.org/parents/readinglanguage/> PBS Parents Reading and Language
13. <http://www.fountasandpinnell leveledbooks.com> Fountas & Pinnell Leveled Books
14. <http://www.learner.org/resources/series162.html> Teaching Reading K-2: A Library of Classroom Practices
15. <http://www.learner.org/workshops/writing35/index.html> Reading Like a Writer Videos

Course Title- Art, Crafts and Calligraphy (Content)

Code: EDU-232

Semester-III

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view that Art, Crafts, and Calligraphy course will help prepare Student Teachers to teach these subjects in the elementary grades. It provides Student Teachers with an opportunity to develop their knowledge and understanding of art, crafts, and calligraphy (with a focus on Pakistani artists, calligraphers, and craftsmen and women) and to practice making their own works using a variety of techniques. Given that this is a teacher education course, Student Teachers also examine the role of art in child development; the importance of art, craft, and calligraphy in the curriculum; and the links between art, crafts, and calligraphy and other subjects such as science, math, and social studies. Student Teachers will have learned about lesson planning, classroom assessment, and classroom management in other courses; in this course they will focus on these three skills as they apply to teaching and learning art, crafts, and calligraphy in the elementary grades.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• What are Arts, Crafts and Calligraphy?• The role of the teacher in teaching art• Influence of the arts in children's development
Week 2	<ul style="list-style-type: none">• Calligraphy- The emergence of Islamic calligraphy• Ceramics and Sculpture• Puppetry in Pakistan
Week 3	<ul style="list-style-type: none">• Indus Civilizations• Exploration of history through a museum visit• Art and Architecture (From Indus to Mughal)
Week 4	<ul style="list-style-type: none">• Islamic Art and Calligraphy (Introduction of art and craft and calligraphy/origin from Persian artist and their calligraphy)• Pakistani Calligraphers (Anwar Jalal Shmza, Rasheed Butt, Hanif Ramy,• Zahoor-ul- Ikhlq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal)• Review of this unit
Week 5	<ul style="list-style-type: none">• Introduction to the Cubism Understand the Cubism• Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	<ul style="list-style-type: none">• Intro about Realism• Pakistani Artist's work in Realism• (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	<ul style="list-style-type: none">• Abstraction• Origin and History of Abstract art• Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna• Latif, Maqsood Ali, Anwar Maqssod Hameed Ali)• Hands-on activities
Week 8	<ul style="list-style-type: none">• Indigenous art• Pottery, ceramics, textile etc. Hands-on activities
	Midterm Examination

Week	Details of the Topics
Week 9	<ul style="list-style-type: none"> • Art Across the curriculum • Ideas to integrate art with languages, science, social studies, mathematics etc. • Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages • Hands on activities and conclusion
Week 10	<ul style="list-style-type: none"> • Understanding elements of art (line, Shapes, color, texture, and space and volume) • The importance of lines and its use in art work • Kinds of lines • Use of color (Color wheels, tints, tones and shade) • Use of Space and value in 2D and 3D art Texture
Week 11	<ul style="list-style-type: none"> • Use of Space and value in 2D and 3D art • Texture (Natural and man- made) • Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
Week 12	<ul style="list-style-type: none"> • Drawing/ technique of rendering • Still life • Painting
Week 13	<ul style="list-style-type: none"> • Printing • Pattern making • Shapes- organic and geometrical shapes
Week 14	<ul style="list-style-type: none"> • Sculpture • Landscape • Stick Drawing and conclusion and review of the unit
Week 15	<ul style="list-style-type: none"> • What is assessment in art curriculum? • How and why we assess creativity? • Review the recommendations proposed in the national curriculum grades
Week 16	<ul style="list-style-type: none"> • Design rubric/checklist for portfolio • Set criteria for presentation/display/ peer and self-assessment etc. • Conclusion and review of whole unit

Recommended books

- Barnes, R. (1996). Teaching Art to Young Children 4-9. london and New York : Routledge
- Eisner, E. (2002). The Arts and the Creation of Mind, Chapter 4, What the Arts Teach and How It Shows. s.l.: Yale University Press, NAEA Publications, (2002).
- J., Lancaster. (1990). Art in the Primary Schoo. Bungay, Suffolk : Richard Clay Ltd, (1990).
- Jenkins, P.D. 1986. Art for the fun of it. A guide for teaching young children. USA : Simon & Schuster, 1986.
- K., Gentle. 1993. Teaching Painting in the Primary School. UK: Redwood Books.
- M., Dowling. (1992). Education 3-5. UK : Athenaem, (1992).
- Matthews, J. 1994. Helping Children to Draw & Paint in early Children. Children and visual representation. London : Hodder & Stoughton., 1994.
- P., Gura. (1996). Resources for early Learning Children, Adults and Stuf. London : Hodder & Stoughton, (1996).
- P., Tambling. (1990). Performing Arts in the Primary School. UK : Dotesios, (1990. R., Fisher. 1992. Teaching Juniors. UK : T.J. Press, 1992.
- Vandal, S.H. Art Education in Pakistan: A case study of bringing art to school children at the informal level. Pakistan : s.n.
- Razzak. A (2011) Children and Art- Status of art education in Pakistan: VDM. Germany Razzak.

Course Title- Teaching of Urdu تدریس اردو

Code: EDU-133

Semester-III

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view that Urdu is our national language and taught in Pakistan as a compulsory subject from class one to intermediate. The subject teaching course includes the teaching of prose, poems and grammatical concepts which will develop Urdu language skills in a structured, graded progression.

Learning Outcomes

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

- To teach Urdu effectively at elementary level in an innovative and creative manner
- To appreciate Urdu as a language
- To make learner aware of how to teach Urdu in an interesting and interactive manners
- To make the content of Urdu language acquisition skills vocabulary, and grammar easily comprehensible for students
- To analyze the Urdu teaching skills through micro teaching

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Four skills of a language learning
Week 2	Four skills of a language learning
Week 3	Listening and speaking in Urdu
Week 4	Reading Development in Urdu
Week 5	Reading Development in Urdu
Week 6	Writing Development in Urdu
Week 7	Writing Development in Urdu
Week 8	Vocabulary manipulation in Urdu (First Week)
	Midterm Examination
Week 9	Vocabulary manipulation in Urdu (2 nd Week)
Week 10	Explaining Grammar in Urdu (First week)
Week 11	Explaining Grammar in Urdu (2 nd week)
Week 12	Prose & Poetry teaching (First week)
Week 13	Instructional Aids in the teaching of Urdu 1 Definition and importance of A.V. Aids. 2 Types of A.V. Aids. 3 Techniques for using of A.V. Aids in the teaching of Urdu.
Week 14	Lesson Planning (First Week) Need for lesson Planning. Characteristics of lesson Planning.
Week 15	Lesson Planning (2 nd Week) Lesson Plan for the teaching of Urdu
Week 16	Assessment 1. Meaning and objectives of Evaluation. 2. Characteristics of a Good testing program. 3. Evaluation Techniques for Urdu.
	Final term Examination

Recommended books

- ۱۔ فرما فتنہ چوری، ڈاکٹر تدریس اردو مقتدرہ قومی زبان اسلام آباد ۱۸۹۱ء
- ۲۔ جی ایم ملک، پروفیسر، نثار احمد جمیل، پروفیسر تدریس اردو مقتدرہ قومی زبان اسلام آباد
- ۳۔ ریاض احمد، ڈاکٹر اردو تدریس۔ جدید طریقے اور تقاضے م ۱۸۹۱ء
- ۴۔ ریاض احمد، ڈاکٹر تعلیم و تدریس کے روشنی میں لکھنؤ یونیورسٹی پبلشنگ ہا
- ۵۔ شیریں حسین، ڈاکٹر تعین و تدریس حسین شاہ عظیم جواہر نگر، انڈیا ۱۱۲۱ء
- ۶۔ فرما فتنہ چوری، ڈاکٹر اردو امالو قواعد (مسائل و مباحث) مقتدرہ قومی زبان اسلام آباد ۱۸۸۱ء
- ۷۔ طالب الہاشمی اصلاً لفظ امال القمر انٹرپرائز اردو بازار الہورس۔ ن
- ۸۔ بادشاہ منیر بخاری، ڈاکٹر اردو زبان کے غیر آریائی نظریات بخاری پبلشرز پشاور ۲۱۱۵ء
- ۹۔ بادشاہ منیر بخاری، ڈاکٹر مقالات (مرتبہ) بخاری پبلشرز پشاور ۲۱۱۹ء
- ۱۰۔ خلیل صدیقی زبانی کیا ہے؟ سیکنڈ بکسملتان ۱۸۹۸ء
- ۱۱۔ ابوالعجاز حفیظ صدیقی کشاف تنقید یا اصطلاحات مقتدرہ قومی زبان اسلام آباد ۱۸۹۵ء
- ۱۲۔ شانہ لکھنوی، فرنگی لفظ (مرتبہ) مقتدرہ قومی زبان اسلام آباد ۲۱۱۱ء
- ۱۳۔ فرمان فتح پور ۲۰۰۵ تدریس اردو، قطار پبلشرز لاہور، پاکستان
- ۱۴۔ سلیم فارانی ۱۹۹۰ اردو زبان اور اسکی تعلیم ادارہ مطبوعات فارانی لاہور پاکستان
- ۱۵۔ سید ساجد حسین ۱۹۸۷ اردو اور اسکے تدریسی طریقے کفایت اکیڈمی لاہور، پاکستان

Course Title-Teaching of General Science

Code: EDU-234

Semester-III

Credit hours: 3(3+0)

Course description

This course will strengthen prospective Student Teachers' subject-matter knowledge. It provides further opportunity to deepen the pedagogical science content knowledge required to effectively teach general science in elementary school. The course covers core concepts in physical science, life science, and earth science. It also covers teaching strategies and instructional approaches that best support the development of a conceptual understanding of science. In contrast to Science I, which dealt with simpler concepts, Science II establishes connections between core concepts, such as matter and energy, and entire systems, such as Earth's systems or systems within the human body. After taking Science I and Science II, Student Teachers will be well prepared to implement the National Curriculum in elementary grades 1–5. Science I and Science II integrate science content with science pedagogy and skill building. Both courses are designed to prepare prospective elementary teachers to teach inquiry science in grades 1–5.

Course objectives and outcomes

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

Unit 1:	Course Overview
Week	Topics/Themes
1	Overview of course content (science and teaching) Life of scientists and the role of science in society Nature of science and its application for teaching Introduction to independent course project, possible topics, and criteria

Unit 2: Energy Transfer, Transformations, and Conservation

Week	Topics/Themes
2	Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) Investigating light
3	Energy transfer and transformation - Concept of conduction, convection, and radiation Law of conservation of mass and energy
4	Teaching "Energy transfer, transformation, and conservation" in elementary grades

Unit 3: Interactions of Energy and Matter

Week	Topics/Themes
5	Review of physical and chemical properties and physical change Solutions and solubility Conservation of mass in solutions

6	Introduction to chemical reactions Difference between chemical and physical reactions The role of energy in explaining bonds
7	Applications of electrolysis Teaching “Interactions of Energy and Matter” in elementary grades

Unit 4: Earth’s Systems Undergoing Constant Change

Week	Topics/Themes
8	Water, carbon, and rock cycle Theory of plate tectonics - Living in the shadow of the big mountains
9	Climate change
10	Teaching “Earth’s Systems Undergoing Constant Change” in elementary grades

Unit 5: Solar System and the Universe

Week	Topics/Themes
11	Characteristics of our Solar System Earth and Sun compared to other objects in the sky Working with and understanding large distances
12	Origin and evolution of Earth (and the Solar System)
13	Teaching “Our Solar System and the Universe” in elementary grades

Unit 6: Human Body as a System

Week	Topics/Themes
14	Flow of matter and energy in living systems Circulatory and digestive system <u>Structure, function, and organization of different cells</u>
15	Cell processes Cellular respiration
16	Teaching “Human Body as a System” in elementary grades

Textbook(s) and references

- "A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas" by the National Research Council (Published in 2012)
- "Teaching Science in Elementary and Middle School: A Project-Based Approach" by Joseph S. Krajcik and Katherine L. McNeill (Published in 2019)
- "Teaching High School Science Through Inquiry and Argumentation" by Douglas Llewellyn (Published in 2014)
- "Phenomena: A Guide to Conceptual Understanding, Problem Solving, and Argumentative Writing in Response to Science Phenomena" by Michael A. Klentschy (Published in 2019)
- Duschl, R. A., Schweingruber, H. A., and Shouse, A. W. (eds.). Taking science to school: Learning and teaching science in grades K–8. Washington, DC: National Academies Press, 2007
- The Teaching of Science in Primary Schools by Wynne Harlen
- Inquiry: Thoughts, Views, and Strategies for the K–5 Classroom, National Science Foundation
- Ready, Set, Science! Putting Research to Work in K–8 Science Classrooms, National Research Council
- Taking Science to School: Learning and Teaching Science in Grades K–8, National Research Council

- Your Digestive System and How It Works. Website provided by the U.S. Department of Health and Human Development. <http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/>.
- Study cell biology. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1103711/>.
- Hydro Steed. 'Electrolysis'. <http://hydrosteed.com/images/PD8.pdf>.
- Visionlearning. 'Chemical Reactions'. (The reaction between hydrogen and oxygen to form water). http://visionlearning.com/library/module_viewer.php?mid=56.
- Khan Academy. 'Periodic Table, Trends, and Bonding'. <http://www.khanacademy.org/science/chemistry/periodic-table-trends-bonding>.
- http://training.seer.cancer.gov/module_anatomy/unit10_1_dige_functions.html
- Khan Academy. 'Orbits and Electrons'. <http://www.khanacademy.org/science/chemistry/orbitals-and-electrons>
- Rock Cycle Animation. <http://www.teachersdomain.org/resources/ess05/sci/ess/earthsys/rockcycle/>.

Course Title-Information and Communication Technology in Education (ICT in Education)

Code: EDU-235

Semester-III

Credit hours: 2(2+0)

Course Description

This course will help you, the Student Teacher, understand, use, and apply a range of Information Communications Technologies (ICTs)—such as computers and the Internet, other audio and video equipment, mobile phones, and online resources and tools—as part of the teaching and learning process. During this course, you will collaborate with your peers to develop a learning activity that uses digital tools and resources to support student-centered learning.

The focus of this course is to provide you with the knowledge and skills regarding how ICTs can be used to engage students in the learning process, improve understanding of content as well as instructional and assessment practices, and enhance communication and collaboration in the classroom. By ‘student’, we mean here children in primary or lower secondary grades. To attain this end, Student Teachers will design and create instructional units in which technology plays a central role and implement these units with students. The course focuses on teaching with technology. Technology in this course largely means computers/laptops, though instruction is largely similar whether a teacher is using a laptop or cell phone.

Learning Outcomes

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

- explain why technologies are appropriate (and not appropriate) for certain types of learning (knowledge)
- utilize a range of technologies (radio, video, computer, online tools, and others) to create, plan, and deliver instruction (application)
- model effective use of ICTs to locate, analyse, create, and evaluate information resources to support teaching and learning (application)
- engage children in using digital tools and resources as part of an authentic or collaborative learning activity (integration)
- provide a well-articulated perspective on ICTs in education informed by personal experience and critical examination of resources, curriculum, and educational practice (evaluation).

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Unit 1: Technology for teaching and learning: An examination of Pakistan’s national educational priorities, Major technologies used in teaching, Technologies used in students learning
Week 2	National Education policy of Pakistan and ICT in education National Professional Standards for Teachers in Pakistan
Week 3	Professional Competencies of teachers in ICT New technologies in Education , Uses of Multimedia, Uses of hypermedia
Week 5	Unit 2: What do research and international standards say about teaching and learning with technology? UNESCO standards for teaching in Technological integration

Week	Details of the Topics
Week 6	International Standards on ICT integration in Education Blended learning
Week 7 and 8	Unit 3: Technology and active learning Hybrid learning , Virtual and online learning modes Synchronized and asynchronous mode of learning
Week 9	Unit 4: Teaching with technology: Using technology to find and evaluate content, Software used in teaching, learning, managing learning materials
	Unit 5: Technology and instruction Technological integration in education
Week 10 + 11	Unit 6: Technology and assessment Tools used in students' formative assessment, Electronic portfolio and its types
Week 12+13	Unit 7: Alternatives to computers and the Internet: Interactive Radio Instruction, Virtual mode of learning
Week 14+15	Unit 8: Emerging technologies and technology trends Artificial intelligence , Associated emerging tools in education Machine learning
Week 15+16	Ethics in the use of ICT in Education Uses of technology in Research Activities

Recommended books and Websites

- Anderson, J., Van Weert, T., & Duchâteau, C. (2002). Information and communication technology in education: A curriculum for schools and programme of teacher development.
- <http://rubistar.4teachers.org/index.php>
- <http://www.digitallibrary.edu.pk/>
- <https://idahoat.org/services/resources/ICT>
- <https://leadschool.in/blog/a-list-of-ict-tools-for-teaching-and-learning-lead/>
- [https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/information-and-communication-technology-ict-in-education#:~:text=Information%20and%20Communications%20Technology%20\(ICT,%2C%20store%2C%20and%20manage%20information](https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/information-and-communication-technology-ict-in-education#:~:text=Information%20and%20Communications%20Technology%20(ICT,%2C%20store%2C%20and%20manage%20information)
- <https://med.und.edu/education-training/education-resources/repository.html>
- Khizar, A., Anwar, M. N., & Malik, M. A. (2019). Role of National Education Policy-2009 and National Professional Standards for Teachers in Developing Teachers' Professionalism. *Bulletin of education and research*, 41(3), 101-118.
- Marcelino, M. J., Mendes, A. J., & Gomes, M. C. A. (2016). ICT in Education. *Multiple and inclusive perspectives*. Cham: Springer International Publishing Switzerland.
- Narayanan, K., & Ramaswamy, V. (2022). EDUCATION X-VERSE INNOVATION.
- Shamsitdinova, M. (2020). IMPLEMENTATION OF IT AND ICT INTO EDUCATION: MULTIMEDIA TECHNOLOGIES IN CREATING AND USING ELECTRONIC BOOKS. *Theoretical & Applied Science*, (11), 5-10.
- Sophia, C. S. M. (2022). Blended Learning Vs Flipped Learning. *Emerging Trends of ICT in Teaching and Learning*, 251.
- Zhang, J., Yang, J., Chang, M., & Chang, T. (2016). ICT in education in global context. *The Best Practices in K-12 Schools*.

Course Title- Teaching Practicum

Code: EDU-236

Semester: III

Credit hours: 3(3+0)

Course Description

This is an applied course where the students are required to apply their theoretical knowledge into the field. The students are required to know about school environment and critically analyze different strengths and areas for development not only about structural needs and facilities but also about human resources. The course also required students to slow and gradually get into the independent teaching passing through peer teaching and co teaching activities and ultimately become an independent teacher.

Learning Outcomes

At the end of the course the students will be able to conduct;

- Teaching practicum related activities.
- Get acclimatized with the school environment
- Know about people working in school
- Know and learn about stock and record keeping skills
- Do independent teaching
- Write reflections.
- Write a portfolio of their school activities.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Teaching Practicum (Developmental)• Introductory meeting with school head.• Pre-school seminar. Assigning students' school based supervisors and tasks.• Getting to know school structure and environment• Writing reflection on school facilities and buildings including play grounds, canteen, first aid facilities.• Suitability of school buildings like ventilation, lighting system washrooms availability and other necessary arrangements
Week 2	Getting to know people Interviewing During the interview prospective teachers are required to do in-depth interview with different people within the school from head to peon. <ul style="list-style-type: none">• School head• Teachers• Ministerial staff• Peon• Write reflection on their experiences interacting with teachers' knowing about their professional experiences and teaching philosophy
Week 3	School management and record keeping <ul style="list-style-type: none">• Students are required to know about different record keeping practices in schools
Week 4	• Maintaining and knowing about students attendance registers

Week	Details of the Topics
	<ul style="list-style-type: none"> • Students and admission leave registers • Teachers personal files and attendance registers
Week 5	<ul style="list-style-type: none"> • Inventory record register • Active and dead stock register • Orders and purchases record register • Financial record register • Letters from and to district management • Inter school memos • Reflection
Week 6	<p>Observations: during this activity students are required to do school teachers teaching observation and maintain a record sheet of their notes taken during their observation.</p> <ul style="list-style-type: none"> • Students are not required to share any of their observation with the concerned teachers. • Reflection: reflection about their observation and commentary on strengths and grey area of the concerned teachers teachings.
Week 7	<ul style="list-style-type: none"> • Observation • Classroom observation • Observing classroom management practices • Classroom traffic • Teachers interaction patterns • Reflection
Week 8	<ul style="list-style-type: none"> • Observation (students learning, engagement and disengagement in the learning process. • Making/designing observation sheet • Observing students learning pattern in the classroom • Students who are taking interest/active students of the classroom • Students who are showing lack of interest or complete disengagement in the classroom learning process • Reflection
Week 9	<ul style="list-style-type: none"> • Interviews (students) • Prospective teachers interview with 4 students • Two intelligent students of the classroom • Two slow learners or disengaged students of the classroom • Reflection based on reason highlighting factors helping and affecting students learning.
Week 10	<p>Peer teaching</p> <ul style="list-style-type: none"> • Prospective teachers are required to teach a class respectively and exchange feedback with each other • Write reflection about their experiences
Week 11	<ul style="list-style-type: none"> • Peer teaching continued • Progress and limitation will be exchanged
Week 12	<ul style="list-style-type: none"> • Co-teaching • Prospective teachers are required to demonstrate teaching abilities in front of the school based teacher. • School based teacher will provide feedback • School based teacher will teach a class and feedback will be provided by the prospective teachers • Reflection

Week	Details of the Topics
Week 13	<ul style="list-style-type: none"> • Co-teaching continued • Progress and limitation will be exchanged
Week 14	Independent Teaching Prepare 3 lesson plan per week and teach the same. Develop low cost and no cost AVA's Reflection
Week 15	Independent Teaching Prepare 3 lesson plan per week and teach the same. Develop low cost and no cost AVA's Reflection
Week 16	<ul style="list-style-type: none"> • Seminar • Presentation of teaching portfolios • Sharing and critically analyzing their experiences

Recommended books

- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum—a systematic review. *European journal of teacher education*, 38(3), 392-407.
- Buckworth, J. (2017). Issues in the teaching practicum. *The challenge of teaching: Through the eyes of pre-service teachers*, 9-17.
- Hyland, F., & Lo, M. M. (2006). Examining interaction in the teaching practicum: Issues of language, power and control. *Mentoring & Tutoring*, 14(2), 163-186.
- Machado, J. M., & Botnarescue, H. M. (2010). *Student teaching: Early childhood practicum guide*. Cengage Learning.
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440.
- White, S., Green, W., Reid, J. A., Lock, G., & Hastings, W. (2008). Teacher education for rural communities: a focus on 'incentives'. In *Australian Teacher Education Association Conference* (pp. 381-390). ATEA.
- Ayumi, J. S., Rezeki, Y. S., & Wardah, W. (2022). EFL PRE-SERVICE TEACHERS' EXPERIENCES DOING PRACTICUM DURING COVID-19 PANDEMIC. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(1), 65-77.
- White, S., & Kline, J. (2012). Developing a rural teacher education curriculum package. *The Rural Educator*, 33(2), 36-43.
- Dann, C., & Allen, B. (2015). Mobile video collection in preservice teacher practicum placements. *Journal of Technology and Teacher Education*, 23(1), 5-27.
- Ryan, J., Jones, M., & Walta, C. (2012). Creating a sustainable and supportive teaching practicum in rural and regional locations. *Australian and International Journal of Rural Education*, 22(1), 57-72.
- TOCCI, C. (2022). Developing educational websites to supplement clinical fieldwork. *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*, 245.

Semester-IV Subject-wise Contents

Semester - IV	Course Code	Name of Subject	Nature
		Classroom Assessment	Foundational
		Teaching of English	Professional
		Teaching of Mathematics	Professional
		School, Community, and teacher	Foundational
		Teaching of Social Studies	Professional
		Teaching Practice	Foundational

Course Title- Classroom Assessment (Foundation)

Code: EDU-241

Semester-IV

Credit hours: 3(3+0)

Course Description

It is natural for teachers to assume that students learn when the teacher teaches. It isn't sufficient, though, to assume that students are learning. Teachers need to know if students are learning. Yes, teachers give tests to find out if students are learning from the teacher's lessons. But often these tests occur at intervals of five or six weeks (or even longer periods). By the time the teacher learns that some students haven't been learning, those students are far behind others in the class. Without frequent assessment of their learning, it will be very hard for the students who have fallen behind to catch up with others in the class. Classroom assessment, a set of educational practices taught in this course, enables a teacher to make instructional decisions with and for students based on information obtained from frequent evaluation of learning. There are many definitions of classroom assessment. Here is one:

Classroom assessment is the process of collecting and interpreting information about learning and teaching as it occurs in a classroom for the purpose of making decisions that improve opportunities for learning. Tests have a role in the evaluation of learning in school. However, there are notable differences between a test and an assessment. Any given test is a one-time event. Classroom assessment is a continuous process. Some tests, called external tests, are created by people who do not know the students who will take the test. In contrast, assessments are planned and conducted by teachers with their own students. Tests are part of the assessment process, but they are only one of many assessment tools. Assessment is a broad concept. A teacher conducting an assessment collects information about learning from several perspectives and uses more than one assessment tool.

This course is organized around two central classroom assessment activities. The first involves incorporating assessment activities into lessons. This means including assessment targets and criteria that represent success in achieving the targets—in addition to the lesson's learning objectives—in lesson plans. The second assessment activity is constructing an achievement test.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Definitions, personal experience, professional standards, and examples• The purpose and content of the course• Distinction between the meanings of measurement, evaluation, testing, and assessment• Your experience of measurement, evaluation, testing and assessment• The distinction between summative and formative assessment• The assessment standard in the National Professional Standards for Teachers in Pakistan

Week	Details of the Topics
Week 2	<p>Feedback that moves learning forward</p> <ul style="list-style-type: none"> • The concept of feedback as it is used by biologists and engineers • The concept of feedback as it is used by teachers • Examples of conscious and unconscious feedback by teachers • Summaries of research on teachers' feedback to students indicate that it has a powerful effect on learning • The psychological effects for students of positive feedback and negative feedback <ul style="list-style-type: none"> <input type="checkbox"/> The theory of motivation that guides decisions about feedback: A growth mindset <input type="checkbox"/> Types of feedback and their purposes <input type="checkbox"/> Characteristics of effective feedback <input type="checkbox"/> Feedback as encouragement versus feedback as praise <input type="checkbox"/> Do oral and written feedback have identical effective features? <input type="checkbox"/> A practice exercises • Study and critique a teacher's first feedback to a student, age 11, on his answers to a test on the solar system • Study advice to that teacher about her feedback to the student • Study and critique the teacher's feedback to the same student on the same test in response to the advice she received • Reflection on what was learned about feedback
Week 3	<p>The context for classroom assessment in Pakistan</p> <ul style="list-style-type: none"> • Assessment policy and practice in government and private schools in Pakistan • Presentation of information collected in interviews with teachers, peers, and parents about assessment • The concept of culture • Contrasting test-based culture in the classroom with an assessment-based culture • Create a definition of classroom assessment that is appropriate to culture(s) in Pakistan
Week 4	<p>Assessment is a process that connectsteachingand learning</p> <ul style="list-style-type: none"> • Definitions for learning goals, learning objectives, learning targets, success criteria, and formative assessment • Difference between the terms learning objectives, learning targets, and success criteria • Use of example lesson plans ('Sun, Earth, and the Moon') to discuss the process of creating assessment-embedded lesson plans • Using examples of assessment-embedded lesson plans to study the relationship between learning objectives, learning targets, success criteria, and formative assessment • Working backward to write learning objectives, learning targets, success criteria, and formative assessments after studying the activities included in the lesson plans Practice providing peer feedback on language and clarity of learning objectives, learning targets, success criteria, and formative assessments • Working backward to write learning objectives, learning targets, success criteria, and formative assessments after studying the activities included in the lesson plans
Week 5	<p>Recording assessment data</p> <ul style="list-style-type: none"> • Recording assessment results • Class discussions as opportunities to learn find out what students know and understand about a topic • Recording student participation in discussion • Drawing conclusions about student participation and student knowledge from records of participation in discussion • Student's participation in recording evidence of learning • Methods for recording assessment data

Week	Details of the Topics
	<ul style="list-style-type: none"> • Ms Khan's monitoring notebook • Students' science journals • Distinguishing between assessment procedures used by teachers and procedures used by students • Constructing a class record to document student achievement
Week 6	Interpreting assessment data <ul style="list-style-type: none"> • Test scores do not lead directly to educational decisions, though educational decisions are made and actions are taken on the basis of interpretations of test scores • Interpretations and conclusions made from test scores should be valid and reliable • Validity as a concept • Validity as a psychometric construct • Reliability as a concept • Reliability as a psychometric construct • Validity and reliability are not properties of the tests but of conclusions from test scores • Frames of reference for interpreting scores from assessment tasks • Norm-referenced frame of reference • Criterion-referenced frame of reference • Self-referenced frame of reference • Other names for norm-referenced and criterion-referenced interpretations of students' scores on assessment tasks • Relative interpretations (comparable to norm-referenced interpretations) • Absolute interpretations (comparable to criterion-referenced interpretations) • Explanation for each of these interpretations of performance • Illustrations of each of these interpretations of scores from assessment tasks • Create a diagram of the assessment process • Identify places in the diagram where assessment connects learning with instruction • Create one diagram, if possible, which everyone in the class can endorse
Week 7	Assessment tools <ul style="list-style-type: none"> • Interviewing teachers about assessment • Interviews • Constructing an interview tool to collect data about teacher practices, opinions, and beliefs about assessment • Short-answer essays • Longer-answer essays • Learning goals that can be measured by short-answer essays Learning goals that can be measured by longer-answer essays Advantages and disadvantages of essay tests • Conducting the interview • Discussion and analysis of data collected in the interview • Critique of the interview tool
Week 8	Essay questions: Measuring complex achievement <ul style="list-style-type: none"> • Guidelines for writing essay questions • Practice writing essay questions • Guidelines for scoring essay questions
	Midterm Examination
Week 9	Performance-based assessment (project-based assessment) <ul style="list-style-type: none"> • Definition of performance-based assessment • Use of an example of extended performance-based assessment (the green bean competition) to study different features of performance-based assessments • Studying different features of a rubric and its relationship with the learning objectives and assessment tasks included in the performance-based assessment project

Week	Details of the Topics
	<ul style="list-style-type: none"> • Understanding different characteristics of performance-based assessment tasks by conducting a short performance-based assessment task in class • Using a rubric to grade a performance-based assessment task • Understanding usefulness and challenges in using performance-based assessment tasks in class • Designing a performance-based assessment task
Week 10	Portfolios: Summarizing student achievement <ul style="list-style-type: none"> • What qualifies as a portfolio of student work? Types of portfolios <ul style="list-style-type: none"> • Project portfolios • Growth portfolios • Achievement portfolios • Competence portfolios • Celebration portfolios • Working folders • Purposes of portfolios <ul style="list-style-type: none"> • Instruction • Assessment • Guidelines for portfolio entries • Reflection and self-evaluation as part of the portfolio process • Portfolio conferences • Assessing portfolios • Advantages and disadvantages of portfolios
Week 11	Teacher-made tests—How do teachers do it? <ul style="list-style-type: none"> • Tests as assessment tools • Exploring personal experiences and feelings about tests Discussing the strengths and limitations of tests as assessment tools Understanding that tests are one of many assessment methods • and like any other assessment tool have their own pros and cons • Exploring the definition of achievement tests and standardized tests • Discussing different characteristics and examples of standardized tests • Studying two types of score interpretations for tests: Norm- referenced vs. criterion-referenced
Week 12	The test construction process <ul style="list-style-type: none"> • Start of the test construction process • Learning to create a Table of Specifications -the first step in creating a test • Drawing connections between learning objectives and a Table of Specifications • Creating a Table of Specifications to help write test questions • Discussing the effectiveness of Table of Specifications in real-life classroom situations • Connections between Bloom’s Taxonomy and the Table of Specifications • Classifying test questions according to Bloom’s categories • Studying the differences between strong and weak test questions • Exploring the characteristics of strong test questions • Practicing writing short-answer, sentence completion, multiple-choice, and true-false questions
Week 13	Writing test questions <ul style="list-style-type: none"> • Continue to practice writing test questions • Putting the test together • Studying characteristics of clear test directions • Practice writing test directions
Week 14	Practice interpreting test scores

Week	Details of the Topics
	<ul style="list-style-type: none"> • Review of Student Teachers' current knowledge about the interpretation of test scores • Introduction to assessment tracker (a tool for assessing the quality of the test and of student learning) • Studying an example of an assessment tracker in detail to explore its main features • Learning to use an assessment tracker to interpret test scores • Using the assessment tracker to provide constructive feedback to students
Week 15	Review through practice <ul style="list-style-type: none"> • Review at least two of the sample science lessons into which you wrote learning objectives, learning targets, success criteria, and assessment tools • Review definitions and differences between a learning objective and a learning target • Selecting success criteria • Listing assessment tools/methods used or studied in the course • Designing a template for a lesson plans • Choose a topic for your lesson/assessment plan • Write your lesson/assessment plan • Select a partner with whom you will exchange feedback • Exchange feedback on the lesson plans • Share feedback with the class • Identify the main points about the assessment in lessons that were taught in this course
Week 16	Writing a test based on essay questions that could be used as a final examination for this course <ul style="list-style-type: none"> • Review the reason(s) for essay questions Review the two types of essay questions Review guidelines for writing essay questions Review the disadvantages of essay questions Identify course topics for essay questions • Identify the conditions under which final examinations are given in your college or university (for example, the length of the examination period) • Identify the course topics you plan to include in your test Writing essay questions based on topics in this course Developing grading criteria for selected questions in the essay test • Exchange feedback on essay tests • Answer a partner's question and return it to them for marking • Marking essays based on grading criteria
	Final term Examination

Recommended books

- P. Black, C. Harrison, B. Marshall, and D. Wiliam, *Assessment for Learning: Putting It into Practice* (Berkshire, UK: Open University Press, 2010).
- S. Clarke, *Active Learning through Formative Assessment* (London: Hodder Education, 2008). J. H. MacMillan, *Classroom Assessment: Principles and Practices for Effective Standards-Based Instruction*, 5th ed. (Boston: Pearson, 2011).
- M. D. Miller, R. L. Linn, and N. E. Gronlund, *Measurement and Assessment in Teaching*, 11th ed. (Upper Saddle River, NJ: Pearson, 2013).
- R. Stiggins, J. Arter, J. Chappius, and S. Chappius, *Classroom Assessment for Student Learning: Doing It Right—Using It Well* (Boston: Pearson, 2006). This text has a DVD and a CD.
- Wiliam, *Embedded Formative Assessment*. (Bloomington, IN: Solution Tree Press, 2011). There are several website addresses to use for the course. These websites are listed on the handouts where they will be used.
- S. Clarke, *Active Learning through Formative Assessment* (London: Hodder Education, 2008).

- J. H. MacMillan, Classroom Assessment: Principles and Practices for Effective StandardsBased Instruction, 5th ed. (Boston: Pearson, 2011).
- M. D. Miller, R. L. Linn, and N. E. Gronlund, Measurement and Assessment in Teaching, 11th ed. (Upper Saddle River, NJ: Pearson, 2013).
- www.dc.org
- http://peoplelearn.homestead.com/BEduc/Chapter_10.pdf
- <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/>
- http://www.nwu.ac.za/webfm_send/58399
- <http://www.youtube.com/watch?v=sJrDiUG2JAo>
- http://www.kidsastronomy.com/solar_system.htm
- <http://www.youtube.com/watch?v=sJrDiUG2JAo>
- <http://www.arvindguptatoys.com/arvindgupta/earthpix.pdf>
- http://visibleearth.nasa.gov/view_cat.php?categoryID=1484
- <http://www.earth-images.com/index3.htm>
- <http://jtintle.wordpress.com/2005/12/07/europe-at-night/>

Course Title- Teaching of English (Professional)

Code: EDU-242

Semester-IV

Credit hours: 3(3+0)

Course Description

The "Teaching of English (Professional)" course is designed to prepare individuals for a career in English language education, equipping them with the knowledge, skills, and pedagogical strategies needed to excel as effective English language instructors. This professional development course delves into the theory and practice of teaching English as a second language (ESL) or as a foreign language (EFL) to learners of various ages and proficiency levels.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Unit One: Introduction to Second Language Acquisition <ul style="list-style-type: none">• Introduction to the Course <i>Teaching of English</i>• Introduction to Unit One and Initial Activity: Exploring course participants' views of how languages are learned.• Four influential ESL approaches• The Grammar-Translation method and its limitations• Behaviorism and the Audio-Lingual Method• The Natural Approach
Week 2	<ul style="list-style-type: none">• The Interactionist Approach• Practical teaching activities using the Interactionist Approach• Criticism of the Interactionist Approach• A quiz to review the four approaches• Factors Affecting Second Language Learning: Investigating learner differences and learning styles• What is Communicative Language Teaching (CLT)?
Week 3	Unit Two: Receptive Skills (Listening & Reading) <ul style="list-style-type: none">• What is listening skill? Sub skills of Listening• How do children learn to listen?

Week	Details of the Topics
	<ul style="list-style-type: none"> • What does real-life listening involve? • What is Active listening and how it works? • Discriminative and comprehensive listening? • Extensive and Intensive Listening
Week 4	<ul style="list-style-type: none"> • Techniques and Activities for Teaching Listening Skills communicatively in the classroom • Pre-Listening, While-Listening, and Post-Listening activities • Designing effective listening materials and activities for the language classroom • Practical microteaching of listening skills in the classroom
Week 5	<ul style="list-style-type: none"> • What is reading? • What is the purpose of reading inside and outside the classroom? • components of reading process • Reading comprehension skills • Factors affecting learning to read in a second language • The role of the teacher in extensive and intensive reading
Week 6	<ul style="list-style-type: none"> • Techniques and activities for teaching reading communicatively • Pre-Reading, While-Reading, and Post-Reading activities • Designing and developing effective reading activities for the language classroom • Practical microteaching of reading skills in the classroom
Week 7	Unit Three: Productive Skills - Speaking and Writing <ul style="list-style-type: none"> • What are Speaking Skills? • Helping learners to improve their pronunciation through the use of simple exercises and tasks • How to introduce learners to the sound system of English – Use of varied drills • Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.) • Teaching Basic Communication Strategies – relating functions to appropriate language forms
Week 8	<ul style="list-style-type: none"> • Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I • Using songs to encourage speaking • Asking and Answering simple questions • A discussion game ‘Shipwrecked’ • Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II • Using pictures in a speaking exercise • Using a story for acting and developing speaking • Assessing CLT activities – a questionnaire • Practical microteaching of speaking skills in the classroom and evaluation
Week 9	<ul style="list-style-type: none"> • Key concepts in teaching second language writing : controlled writing, guided writing, genre-based writing, the product approach, the process Approach • Types of writing tasks that have been used effectively in Communicative

Week	Details of the Topics
	<p>Language Teaching</p> <ul style="list-style-type: none"> • Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.
Week 10	<ul style="list-style-type: none"> • How to help students by giving them language scaffolding • Giving useful feedback to learners on their writing. • Designing writing materials and activities for the language classroom • Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations
Week 11	<p>Unit Four: Teaching Grammar Communicatively</p> <ul style="list-style-type: none"> • A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences. • Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors. • The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
Week 12	<ul style="list-style-type: none"> • What is a communicative approach to teaching grammar? • Teaching techniques and activities to support communicative-based grammar learning • Designing and evaluating communicative grammar materials for the language classroom • Preparation by student teachers of their own activities for teaching grammar • Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.
Week 13	<ul style="list-style-type: none"> • Unit Five: Teaching Vocabulary Effectively • Function words vs. lexical words • High frequency vs. low frequency words • Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners? • Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected. • Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
Week 14	<ul style="list-style-type: none"> • Practical activities for teaching and reviewing vocabulary • Evaluating vocabulary activities Student teachers prepare 15-minute vocabulary teaching activities in groups • Micro-teaching by the student teachers in groups of the activities prepared in the previous session
Week 15	<p>Unit Six: Assessing Language Performance</p> <p>Some basic principles and key concepts in assessment Basic principles for assessing children's language learning Why do we test students?</p>

Week	Details of the Topics
	Tips and special considerations for Testing Young Learners Conflicts between classroom learning and classroom testing and ways of reducing these conflicts Ways of Marking Language Tests and Giving Feedback Designing Language Tests for Young Learners
Week 16	Samples of test types that can be used to test young learners In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation Micro-teaching in groups and evaluation of the testing materials by the class

A. Text book(s) and references

1. Fanselow, J. (1987) Breaking Rules. New York: Longman.
2. Goh, C.M. (2007) Teaching Speaking in the Language Classroom. Singapore: SEAMEO-RELC.
3. Harmer, J. (2001) The Practice of English Language Teaching. Harlow: Pearson Educational. Hughes, A. (2003) Testing for Language Teachers. Cambridge: CUP.
4. Hyland, K. (2003) Second Language Writing. Cambridge: CUP.
5. Lightbown, P. and N. Spada (1999). How Languages are Learned. Oxford: OUP.
6. Nation, P. (2002) Managing Vocabulary Learning. Singapore: SEAMEO-RELC.
7. Richards, J.C. (2001) Curriculum Development in Language Teaching. Cambridge: CUP. Richards, J.C. (2005) Communicative Language Teaching Today. Singapore: RELC. Swan, M. (2005) Practical English Usage. Oxford: OUP.
8. Thornbury, S. (2005) Grammar. Oxford: OUP
9. Ur, P. (1996) A Course in Language Teaching. Cambridge: CUP.

Websites

1. <https://www.henryharvin.com/blog/different-methods-of-teaching-the-english-language/>
2. [TeachingEnglish | British Council](https://www.teachingenglish.org.uk/)
3. <https://www.cambridgeenglish.org/teaching-english/>
4. <https://www.teachingenglish.org.uk/>
5. <http://www.bbc.co.uk/worldservice/learningenglish/>
6. <http://learnenglish.britishcouncil.org/en/>
7. <http://www.teachingenglish.org.uk/>
8. Grammar software free download <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
9. <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
10. <https://owl.purdue.edu/>
11. <https://www.bbc.co.uk/learningenglish>

Course Title- Teaching of Mathematics (Professional)

Code: EDU-243

Semester-IV

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view to understand that Mathematics is the mother of all subjects. It appears in all walks of life; even a mason has to calculate the area of the building when claiming his wages. But teachers' existing beliefs about and perceptions of teaching mathematics in our context are not promising. We are more focused on the transmission of knowledge by engaging students in memorizing mathematical rules and formulae, rather than on engaging them in constructing mathematical knowledge and understanding mathematical concepts. Mathematics learning can inculcate problem-solving, logical-thinking, and reasoning skills in students only when they are taught in such a way that they learn conceptually instead of by drill and practice. In previous semesters, we have focused on mathematics content, but this course intends to extend Student Teachers' understanding of pedagogy as well as build their understanding of the nature of mathematics, teacher beliefs and perceptions, and mathematics teaching and learning. This will enable Student Teachers to develop students' problem solving, logical-thinking, and reasoning skills. This course will help in creating awareness of the history of mathematics as well as its scope and significance. Also Student Teachers will be able to design plans for integrating Information and Communications Technology (ICT) to develop students' mathematical learning. The importance of designing effective assessment items to facilitate students' learning is also considered.

The following main ideas are discussed in this course:

- The nature and scope of mathematics
- The attitude of teachers towards mathematics learning and their perception of it
- Research in mathematical processes
- Planning for assessment and teaching

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics		
	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Week 1	<ul style="list-style-type: none"> • Prime & Composite • Numbers • Factors & Multiples 	<ul style="list-style-type: none"> • Anticipated Student Misconceptions 	<ul style="list-style-type: none"> • Setting Goals for: • The Program • Teaching, Learning
Week 2	<ul style="list-style-type: none"> • Division of Whole Numbers 	<ul style="list-style-type: none"> • Emergent • Mathematical Thinking 	<ul style="list-style-type: none"> • Lesson Design Model • Launch, Explore, Summarize
Week 3	<ul style="list-style-type: none"> • Greatest Common • Factor, Least Common Multiple • Prime Factorization 	<ul style="list-style-type: none"> • The Value of Student Errors 	Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking
Week 4	<ul style="list-style-type: none"> • Operations with Fractions (1) 	Learning Mathematics with Manipulatives & Visual Aids	Using Application Problems to Develop Algorithms
Week 5	<ul style="list-style-type: none"> • Operations with Fractions (2) 	Mathematical Problem Solving Strategies	Physical Set-up of a Student-Centered Classroom

Week	Details of the Topics		
	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Week 6	Fractions-Decimals percent's	<ul style="list-style-type: none"> Mathematical Discourse: Learning by Talking 	<ul style="list-style-type: none"> Designing & Managing Cooperative Group Work
Week 7	Pie Charts	<ul style="list-style-type: none"> Seeing Connections between Units of the National Curriculum 	<ul style="list-style-type: none"> Timing of Lessons, Pacing of Units
Week 8	Geometric Ratios	<ul style="list-style-type: none"> Cognitive Demand of Mathematical Tasks 	<ul style="list-style-type: none"> Selecting Worthwhile Mathematical Tasks
	• Midterm Examination		
Week 9	<ul style="list-style-type: none"> Rates & Linear Functions 	<ul style="list-style-type: none"> The Balance Between Concepts & Skills, The Role of Drill & Practice 	<ul style="list-style-type: none"> Bloom's Taxonomy of Learning applied to Mathematics
Week 10	<ul style="list-style-type: none"> Systems of Linear Equations 	<ul style="list-style-type: none"> Multiple Representations for a Single Mathematical Idea 	<ul style="list-style-type: none"> Comparing Models of, Teaching, Deductive-Analytic, Inductive-Synthetic
Week 11	Symmetry	<ul style="list-style-type: none"> Mathematical Learning Styles and Modalities, Mathematics & Multiple Intelligence Theory 	<ul style="list-style-type: none"> Comparing Models of Teaching Heuristic, Interactive Hands-on
Week 12	<ul style="list-style-type: none"> Volume & Surface Area 	Learning Mathematics by Writing	<ul style="list-style-type: none"> Comparing Models of Teaching Problem-based Learning Project-based Learning
Week 13	Measurement & Precision	Precision in Mathematical, Vocabulary and Syntax	Differentiating Assignments
Week 14	Data: Estimation & Large Numbers	Learning Mathematics with Available Technology	Differentiating Assessments
Week 15	• Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education		
Week 16	• Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education		
	• Final term Examination		

Recommended books (at least 07 books and 07 websites)

- NCTM Illuminations: <http://illuminations.nctm.org/>
- New Zealand's Maths Curriculum: <http://nzmaths.co.nz/>
- UK's N-Rich Maths site: <http://nrich.maths.org/public/>
- How Students Learn: History, Mathematics, and Science in the Classroom
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.
- What does Good Mathematics Instruction Look Like?:
<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>
- Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.
- Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.
- Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

Course Title- School, Community and Teacher (Foundation)

Code: EDU-244

Semester-IV

Credit hours: 3(3+0)

Course Description

This course has been designed keeping in view students' needs regarding society different social mechanisms, social interactions and various components of social machinery. Understanding the interplay between social institutions and the support mechanism and points of conflict between various institutions have been highlighted with specific focus on teacher and education. The role of teacher as an agent of change and as a social engineer has been highlighted so that perspective teachers gain deeper understanding of the future role in social development.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
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
Week 3	<ul style="list-style-type: none">▪ Meaning of Social Interaction and socialization▪ Levels of social interaction▪ Elements of social interaction<ul style="list-style-type: none">o social contactso Communication Social attitudes and values
Week 4	<ul style="list-style-type: none">▪ Types of social Interaction<ul style="list-style-type: none">o Cooperationo Competitiono Conflicto Accommodationo 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
Week 6	<ul style="list-style-type: none">▪ Main characteristics of culture▪ Elementary concepts of culture Cultural trait, Cultural complex, Cultural pattern, Cultural lag, Cultural diversity

Week	Details of the Topics
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
Week 9	<ul style="list-style-type: none"> ▪ School as a social, cultural and Community Institution ▪ 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
Week 11	Unit 5: Social Institutions <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.
Week 13	Unit 6: Teacher's Role in School and Community <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"> o Community <ul style="list-style-type: none"> • 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
Week 15	Unit 7: Working Context of Pakistani Teacher <ul style="list-style-type: none"> ▪ Teacher as a social activist ▪ Teacher's leadership roles within and outside schools.
Week 16	<ul style="list-style-type: none"> ▪ Teacher's role in establishing linkage among stakeholders. ▪ Review of Unit 7

Recommended books and references

- Marshall, L & Rowland, F. (2006). A guide to learning independently, 4th edn, Pearson Longman, French Forest, NSW.
- Kotley, S.B, (2008). The Basics of Sociology, Greenwood Press: USA
- Bashiruddin, A.& Retallick, J, (eds), (2009). Becoming Teacher Educators, Aga Khan University- Institute of Educational Development: Karachi
- Hafeez, S, Pakistani Society,
- Abdalla, M.J. & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study. In Qureshi, R. & Shamim, F.(eds) Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan
- Qureshi, R. , Pirzado, P. & Nasim, S. (2007), Schooling in Rural Sindh, Pakistan, In Qureshi, R. & Rarieya, J. (eds), Gender and Education in Pakistan. Oxford University Press: Pakistan, pp.126-146.
- Qureshi, R. (accepted for publication). Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?' Educational Awakening, Journal of the Islamic University Malaysia
- Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan, Muslim Education Quarterly, vol. 23 (1 & 2): pp.20-37.
- Qureshi, R. (2008). Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,' Conference proceedings of the International Conference on the Teacher Education: Transformative Society &

Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.

- Shaaban, M. & Qureshi, R. (2007) “Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities.” Conference proceedings of the International Conference on “Quality in Education: Teaching and Leadership in Challenging Times” February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development:pp.558-564.
- Qureshi, R. & Shamim, F.(Eds). (2009). Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan.
- Qureshi, R. & Rarieya, J. (Eds) (2007). Gender and Education in Pakistan. Karachi, Pakistan: Oxford University Press: Pakistan.
- <https://www.yourarticlelibrary.com/culture/culture-the-meaning-characteristics-and-functions/9577>
- <https://pressbooks.howardcc.edu/soci101/chapter/3-2-the-elements-of-culture/>
- <https://www.studysmarter.co.uk/explanations/social-studies/social-institutions/what-is-society/>
- <https://www.uopeople.edu/blog/benefits-of-education-are-societal-and-personal/>
- <https://www.yourarticlelibrary.com/society/social-processes-elements-classification-characteristics-sociology/6203>
- <https://www.sociologydiscussion.com/society/essential-elements-of-social-process/2214>
- <https://opentextbc.ca/introductiontosociology2ndedition/chapter/chapter-22-social-interaction/>
- <https://www.preservearticles.com/sociology/society-12-most-important-characteristics-of-society-1061-words/30412>

Course Title-Teaching of Social Studies (Professional)

Code: EDU-245

Semester-IV

Credit hours: 03(3+0)

Course Description

This course has been designed to enable the prospective teachers **to** understand the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, civics, anthropology, sociology, and economics) as tools to educate for informed, responsible and active citizenship. Develop an understanding of current, persistent and controversial issues (e.g. global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms.

Learning Outcomes

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

- To Recognize diversity and differences as assets and learn to evaluate different perspectives and biases,
- Encourage and promote inquiry and a constructive critical approach in their teaching practice,
- Engage in critical reflection on their experiences (at the university and in elementary school classrooms) to improve practice,
- Develop a repertoire of content and pedagogical knowledge, and assessment tools appropriate to the social studies.
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship Key Concepts of Citizenship education Controversial Issues—What, Why and How to teach them
Week 2	Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues <ul style="list-style-type: none"> • Links with other subject areas • Citizenship rights
Week 3	The Evolution of the concept of Human Rights <ul style="list-style-type: none"> • Rights and Responsibilities, Defining Human Rights • Civil, Political, Social, Economic and Cultural Rights
Week 4	Women's rights, Children's rights, Interdependence <ul style="list-style-type: none"> • Human dignity, Justice, Equality, Freedom, • Universality, Indivisibility—Are human rights universal? • Reflection and Review
Week 5	Definition, Rationale and Methods of History <ul style="list-style-type: none"> • Key concepts: Time and Chronology • Change and Continuity
Week 6	Cause and Effect <ul style="list-style-type: none"> • Multiple causation • Multiple perspectives, Interpretation of history • Reflection and Review
Week 7	Definition and Rationale for teaching and learning Geography <ul style="list-style-type: none"> • Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions • Skills required for teaching and learning Geography
Week 8	Global Warming—exploring the issue

Week	Details of the Topics
	<ul style="list-style-type: none"> • Global Warming—a myth or reality? • Controversy about the theory of, and responses to Global Warming • Reflection and Review
	Midterm Examination
Week 9	Rationale for the study of Culture <ul style="list-style-type: none"> • The Dynamic Nature of Culture • Groups and Institutions
Week 10	Society, Socialization <ul style="list-style-type: none"> • Civilization • Cultural Adaptation
Week 11	Assimilation, Acculturation <ul style="list-style-type: none"> • Diffusion, Dissonance • Multiculturalism and its implications • Reflection and Review
Week 12	Interdependence <ul style="list-style-type: none"> • Peace and Sustainability • Understanding Peace and Conflict
Week 13	Why ‘Peace Education’, Teaching children the skills to resolve conflicts <ul style="list-style-type: none"> • Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving • Communication and Negotiation • Reflection and Review
Week 14	Power, Government Systems and Regimes <ul style="list-style-type: none"> • Institutions of Government, political processes and participation • Civil society—individuals, groups and institutions • Reflection and Review
Week 15	Definition of and Rationale for teaching and learning of Economics <ul style="list-style-type: none"> • Conflict between wants and resources, Choice, Scarcity • Opportunity cost
Week 16	Economic systems <ul style="list-style-type: none"> • Production and distribution of Wealth • Supply and demand • Reflection and Review
	Final Term Examination

A. Text book(s) and references

- Anderson, L. H. (2010). Chains. New York: Atheneum Books for Young Readers.
- Brophy, J. and Alleman, J. (2006). Powerful social studies for elementary students. Belmont, CA: Thomson Wadsworth.
- Bailey, R. (ed) (2000) Teaching Values and Citizenship Across the Curriculum. London: Kogan Page.
- Birzea, C. (2000). Education for democratic citizenship: a lifelong learning perspective. Strasbourg: Council of Europe.
- Bridges, D. (1986). Dealing with controversy in the curriculum: A philosophical perspective. In J. Wellington (Ed.), Controversial issues in the curriculum. Oxford, UK: Basil Blackwell.
- Citizenship Foundation (2004) ‘Young People are not politically apathetic says new research’. Retrieved October 10, 2006, from <http://www.citizenshipfoundation.org.uk/main/news.php?n83>.
- Citizenship foundation (2006) Controversial issues. Retrieved June 16, 2006, from www.citizenshipfoundation.org.uk/main/page.php?12.
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- Clough, N & Holden, C. (2002) Education for Citizenship: Ideas into Action. London: Routledge/Falmer
- Crick, B. (1998) Education for citizenship and the teaching of democracy in schools. Final report of the Advisory Group on Citizenship.

- Crick, B.(2000) *Essays on Citizenship*. Continuum: London.
- David, W. & Cleaf, V. (1991). *Actions in elementary social studies*. Massachusetts: Allyn and Bacon.
- Davies, I. (2005). *100 Ideas for Teaching Citizenship*. London: Continuum.
- Dean, B. L. & Joldoshalieva, R. (2006). *Teaching Controversial Issues: Is it possible in Pakistan.???* (Ed).Unpublished book chapter.
- Delanty, G. (2000) *Citizenship in a global age: Society, Culture Politics*. Buckingham and Philadelphia: Open University Press.
- Department for Education and Skills (2004) ‘Introducing Citizenship Education: A guide for parents and carers’. Retrieved October 30, 2006, from <http://www.citizenshipfoundation.org.uk/main/resource.php?s256>
- Department for Education and Skills (no date) ‘What is citizenship?’ Retrieved November 20, 2006, from www.dfes.gov.uk/citizenship/section.cfm?sectionId=3&hierachy=1.3
- Engle, S. & Ochoa, A. (1988). *Education for democratic citizenship: Decision making in social studies*. New York: Teachers College Press.
- Frazer, E.(2003). *Citizenship Education: Anti-political Cultural and Political Education in Britain*, in
- A. Lockyer, B. Crick & J.Annette (eds.) *Education for democratic citizenship: Issues of theory and practice*. England: Ashgate. pp. 64—77
- Galton, M., Simon, B., & Croll, P. (1980). *Inside the Primary Classroom*. London: Routledge & Kegan Paul.
- Heater, D. (2004). *A Brief History of Citizenship*. Edinburgh: Edinburgh University Press. [http:// www. citized.info/ pdf/commarticles/hilary_claire1.pdf](http://www.citized.info/pdf/commarticles/hilary_claire1.pdf). Retrieved December 12, 2006. http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763611/# Retrieved May 12, 2006. <http://www.quoteland.com>. Retrieved January 10, 2007.
- Huddleston, T. and Kerr, D. eds. (2006), *Making sense of Citizenship: A CPD Handbook*. London:
- Hodder Murray. Retrieved October 30, 2006 from www.citizenshipfoundation.org.uk/main/resource.php?s215
- Oulton, C., Day, V., Justin, D. and Grace, M. (2004). *Controversial issues— teachers’ attitudes and practices in the context of citizenship education*. *Oxford Review of Education*, 30 (4), 489-507.
- Wales, J. & Clarke, P. (2005). *Learning citizenship Practical teaching strategies for secondary schools*. London: Routledge Falmer.

B. Websites

- www.proteacher.com
- www.moneyinstructor.com
- www.educationworld.com
- www.pbs.org
- www.teachingideas.co.uk
- www.learner.org
- www.geography-site.co.uk
- [www.teachervision.fen.com/diversity/teacher resources/33631.html](http://www.teachervision.fen.com/diversity/teacher_resources/33631.html)
- www.salsa.net/peace/teach/teachers.html
- www.4children.org/issues

Course Title- Teaching Practicum (Professional)

Code: EDU-246

Semester-IV

Credit hours: 3(3+0)

Course Description

Teaching Practicum is a 16-week field experience designed to provide teacher candidates with the opportunity to apply and refine their teaching skills in a real classroom setting. This practicum is a culminating experience that integrates theoretical knowledge with practical teaching experience, under the guidance and mentorship of experienced educators.

Learning Outcomes

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

- Plan and deliver effective lessons that align with curriculum standards and individual student needs.
- Create a positive and inclusive classroom environment that fosters student engagement and learning.
- Implement a variety of instructional strategies and assessment techniques.
- Demonstrate effective classroom management and behavior management techniques.
- Collaborate with colleagues, students, and parents to support student learning.
- Reflect on their teaching practices and identify areas for improvement.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Understanding curriculum standards and objectives• Developing lesson plans that align with curriculum goals• Feedback and guidance from mentor teacher
Week 2	<ul style="list-style-type: none">• Design and deliver a lesson plan keeping in mind the following;• Strategies for effective classroom management• Addressing student behavior issues• implementing classroom rules and procedures• Reflection on experiences and future strategies.
Week 3+4	Design and deliver a lesson plan <ul style="list-style-type: none">• Opportunity to teach small groups of students• Differentiating instruction to meet individual needs• Providing feedback and support to struggling learners
Week 5+6	Assessment and Feedback Designing and delivering a lesson plan with focus on the following; Designing and implementing formative and summative assessments Analyzing student data to inform instruction Providing constructive feedback to students
Week 7+8	Designing and delivering a lesson plan keeping the following in mind; <ul style="list-style-type: none">• Inclusion and Special Education• Strategies for supporting students with diverse needs• Collaboration with special education teachers and specialists• Modifications and accommodations for diverse learners
Week 9+10	Designing and delivering a lesson plan with the following goals in sight; <ul style="list-style-type: none">• Parent and Community Involvement• Communicating with parents and caregivers

Week	Details of the Topics
	<ul style="list-style-type: none"> • Parent-teacher conferences and meetings • Involvement in school and community activities
Week 11+12	Reflective Practice and Future Planning <ul style="list-style-type: none"> • Reflection on the practicum experience • Identifying areas for professional growth • Developing a plan for continued professional development
Week 13+14	Design and deliver a lesson plan based on reflection during the entire lesson plan. Re-write a reflection for the whole duration of semester teaching practicum.
Week 15+16	Assessment during the practicum will be based on the following: <ul style="list-style-type: none"> • Lesson plans and implementation • Classroom observations and feedback from the mentor teacher • Student assessments and progress monitoring • Reflective journals and self-assessment • Professionalism and collaboration with colleagues • Seminar at the end of teaching practicum activity

Recommended books and Websites

- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum—a systematic review. *European journal of teacher education*, 38(3), 392-407.
- Buckworth, J. (2017). Issues in the teaching practicum. *The challenge of teaching: Through the eyes of pre-service teachers*, 9-17.
- Hyland, F., & Lo, M. M. (2006). Examining interaction in the teaching practicum: Issues of language, power and control. *Mentoring & Tutoring*, 14(2), 163-186.
- Machado, J. M., & Botnarescue, H. M. (2010). *Student teaching: Early childhood practicum guide*. Cengage Learning.
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440.
- White, S., Green, W., Reid, J. A., Lock, G., & Hastings, W. (2008). Teacher education for rural communities: a focus on 'incentives'. In *Australian Teacher Education Association Conference* (pp. 381-390). ATEA.
- Ayumi, J. S., Rezeki, Y. S., & Wardah, W. (2022). EFL PRE-SERVICE TEACHERS' EXPERIENCES DOING PRACTICUM DURING COVID-19 PANDEMIC. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(1), 65-77.
- White, S., & Kline, J. (2012). Developing a rural teacher education curriculum package. *The Rural Educator*, 33(2), 36-43.
- Dann, C., & Allen, B. (2015). Mobile video collection in preservice teacher practicum placements. *Journal of Technology and Teacher Education*, 23(1), 5-27.
- Ryan, J., Jones, M., & Walta, C. (2012). Creating a sustainable and supportive teaching practicum in rural and regional locations. *Australian and International Journal of Rural Education*, 22(1), 57-72.
- TOCCI, C. (2022). Developing educational websites to supplement clinical fieldwork. *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*, 245.

Semester-V Subject-wise Contents

Semester - V	Course Code	Name of Subject	Nature
		English-III (Technical Writing & Presentation Skills)	Compulsory
		Foundations of Education	Foundational
		Content Course 1 (From Selected Discipline-1)	Content
		Content course 1 (From Selected Discipline-11)	Content
		Curriculum Development	Foundational
		Educational Psychology	Foundational

Course Title- Functional English – III (Technical Writing & Presentation Skills)

Code: EDU-351

Semester-V

Credit hours: 3(3+0)

Course Description

The "Technical Writing & Presentation Skills" course is designed to equip students with the essential skills required to communicate technical information effectively in professional settings. In an increasingly complex and technology-driven world, the ability to convey technical concepts clearly and present them persuasively is indispensable. This course combines instruction in precise technical writing with strategies for delivering informative and engaging presentations.

Learning Outcomes

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

- Establish a strong foundation in technical writing principles, including clarity, conciseness, and accuracy, to create documents that are understandable to both technical and non-technical audiences.
- Develop skills in structuring technical documents, including reports, manuals, and memos, to present information logically and coherently.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Presentation skills <ul style="list-style-type: none"> • Understanding the importance of effective presentations • Setting goals and objectives for the course
Week 2	<ul style="list-style-type: none"> • Ethical considerations in public speaking • Analyzing common fears and apprehensions in public speaking
Week 3	Audience Analysis and Adaptation <ul style="list-style-type: none"> • Identifying and analyzing the target audience • Adapting the message to suit different audience types
Week 4	Essay writing <ul style="list-style-type: none"> • Descriptive essay • Narrative essay
Week 5	<ul style="list-style-type: none"> • Discursive essay • Argumentative essay
Week 6	Academic writing <ul style="list-style-type: none"> • How to write a proposal for research paper/term paper
Week 7	<ul style="list-style-type: none"> • How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)
Week 8	Technical Report writing <ul style="list-style-type: none"> • Understanding the purpose and importance of technical reports • Ethical considerations in technical writing
Week 9	<ul style="list-style-type: none"> • Types of technical reports and their audiences • Analyzing real-world technical reports
Week 10	Planning and Organization <ul style="list-style-type: none"> • Setting clear report objectives and goals • Analyzing the needs of the audience
Week 11	<ul style="list-style-type: none"> • Report structure and organization • Creating a report outline and roadmap
Week 12	Writing Style and Clarity <ul style="list-style-type: none"> • Writing clearly and concisely

Week	Details of the Topics
	<ul style="list-style-type: none"> Grammar, punctuation, and style guidelines
Week 13	<ul style="list-style-type: none"> Effective use of technical vocabulary Avoiding jargon and unnecessary complexity
Week 14	Review and Editing <ul style="list-style-type: none"> Importance of peer review and proofreading Revision strategies for technical reports
Week 15	<ul style="list-style-type: none"> Self-editing techniques Avoiding common errors in technical writing
Week 16	Progress report writing

Recommended books

1. Technical Writing and Presentation Skills
2. Essay Writing and Academic Writing
3. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
4. College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
5. Riordan, D. (2013). Technical report writing today. Cengage Learning.
6. Rhodes, F. H. (1942). *Technical report writing* (Vol. 53, No. 2, p. 155). LWW.
7. Weissberg, R., & Buker, S. (1990). *Writing up research*. Englewood Cliffs, NJ: Prentice Hall.

Websites

1. <https://www.sussex.ac.uk/ei/internal/forstudents/engineeringdesign/studyguides/technicalreportwriting>
2. <https://www.theiet.org/media/5182/technical-report-writing.pdf>
3. <https://students.unimelb.edu.au/academic-skills/resources/report-writing/technical-report-writing>
4. https://tamuct.libguides.com/tech_writing/websites
5. <https://blog.bit.ai/technical-report/>
6. <https://www.futurelearn.com/courses/technical-report-writing-for-engineers>
7. https://blog.metu.edu.tr/capstone/files/2017/02/technical_report_v5.pdf

Course Title- Foundations of Education

Code: EDU-352

Semester-V

Credit hours: 03(3+0)

Course Description

This course has been designed to enable the prospective teachers to explain the important features of foundation of education. Specify the role of educational thinkers in education. Discuss the modes of education. Discuss historical development of Pakistan and evaluate the issues and problems of education.

Learning Outcomes

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

- To Recognize diversity and differences as assets and learn to evaluate different perspectives of various philosophies of education
- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none"> • Ideological Foundation of Education <ul style="list-style-type: none"> • Islamic Foundations • Islamic concept of Peace
Week 2	<ul style="list-style-type: none"> • Other religions and Islam • Ideology and teachers
Week 3	<ul style="list-style-type: none"> • Islamic Foundations • Islamic concept of Peace
Week 4	<ul style="list-style-type: none"> • Other religions and Islam • Ideology and teachers
Week 5	<ul style="list-style-type: none"> • Learning and Maturation • Individual Differences • Self-Concept • Academic Aptitude • Instructional Strategies and Psychology
Week 6	<ul style="list-style-type: none"> • Learning and Maturation • Individual Differences • Self-Concept • Academic Aptitude • Instructional Strategies and Psychology
Week 7	<ul style="list-style-type: none"> • Learning and Maturation • Individual Differences • Self-Concept • Academic Aptitude • Instructional Strategies and Psychology
Week 8	<ul style="list-style-type: none"> • Learning and Maturation • Individual Differences • Self-Concept • Academic Aptitude • Instructional Strategies and Psychology
	<ul style="list-style-type: none"> • Midterm Examination
Week 9	<ul style="list-style-type: none"> • Historical Foundations of Education in Pakistan
Week 10	<ul style="list-style-type: none"> • Pre-Pakistan Period (712 A.D. to onward) • Period from 1947-1958 • Period From 1959-1971 • Period from 1972-1979

Week	Details of the Topics
	<ul style="list-style-type: none"> • Period from 1980 -1991 • Period from 1992 – to date
Week 11	• Historical Foundations of Education in Pakistan
Week 12	• Problems and Issues in Education in Pakistan
Week 13	<ul style="list-style-type: none"> • Universalization of Primary Education • Literacy • Medium of Instruction • Diversification of Education • Environmental Education • Gender and Education • Islamization of Education • Special Education • Health Education / Drug Education • HIV / Aids, STIs, Hepatitis
Week 14	• Problems and Issues in Education in Pakistan
Week 15	<ul style="list-style-type: none"> • Universalization of Primary Education • Literacy • Medium of Instruction • Diversification of Education • Environmental Education • Gender and Education • Islamization of Education • Special Education • Health Education / Drug Education • HIV / Aids, STIs, Hepatitis
Week 16	• Problems and Issues in Education in Pakistan
	Final Term Examination

A.Text book(s) and references

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

B.Websites

- www.pbs.org
- www.teachingideas.co.uk
- www.learner.org
- www.geography-site.co.uk
- [www.teachervision.fen.com/diversity/teacher resources/33631.html](http://www.teachervision.fen.com/diversity/teacher%20resources/33631.html)
- www.salsa.net/peace/teach/teachers.html
- www.4children.org/issues

Course Title- English (Content-I)

Code: EDU-353

Semester-V

Credit hours: 03(3+0)

Course Description

This three-credit course on English Poetry is expanded over sixteen weeks of teaching, with face-to-face class sessions comprising three credit hours of each week. This is a content-based course, and the aim is to teach English poetry covering important literary movements and poets. This course is comprised of brief history of English poetry, important poetic devices and movements, selected poets along with their characteristic features and poems. How to analyze and critically approach at a poem will enable the students to read the poem beyond the surface meaning, explore its structure and themes and write a critical appreciation of the poem. Poetry recitation activities will be a regular feature enabling students to derive pleasure from poetry by listening to poetry read with proper stress, intonation and pauses.

Learning Outcomes

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

- Appreciate the beauty, rhymes and style of the poem.
- Read the poem accurately and fluently with appropriate rhythm and intonation.
- Know about important literary movements and poets in English Literature.
- Understand and appreciate different poetic styles like sonnets, ballads, lyrical poetry etc.
- Analyze, synthesize and evaluate issues, ideas and viewpoints presented in poems.
- Comprehend and critically analyze different poetic devices used by the poet like alliterations, oxymoron, imagery etc.
- Appreciate poetry for the sake of pure enjoyment and pleasure.
- Listen and recite English Poetry with expression for aesthetic satisfaction.
- Express their feelings and emotions in a better way.
- Develop social, political and ethical values and sensitivity depicted explicitly or implicitly in some poetry.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none"> • Introduction to poetry • Definition and elements of poetry • How to read and approach at a poem • Different types of poetry(lyrical ballad, sonnet, ode, epigram)
Week 2	<ul style="list-style-type: none"> • Poetic devices • Stanza its types, alliteration, assonance, consonance, simile, metaphor, personification, allusion, oxymoron, meter, rhyme scheme, rhythm, tone, mood etc.
Week 3	<ul style="list-style-type: none"> • History of English poetry • Brief history of English poetry
Week 4	<ul style="list-style-type: none"> • Poetry of Words Worth • Wordsworth as a poet of Nature • Characteristics of words worth poetry • Daffodils • The solitary Reaper • "Ode: Intimations of Immortality from Recollections of Early Childhood" • Tears of Nature by Graeme King
Week 5	<ul style="list-style-type: none"> • Poetry of John Keats • Keats as a Romantic poet • Characteristics of Keats' poetry • La Belle Dam Sans Merci(ballad)

Week	Details of the Topics
	<ul style="list-style-type: none"> To Sleep(sonnet) Ode to Autumn(ode) Be the best of whatever you are by Douglas Malloch
Week 6	<ul style="list-style-type: none"> Poetry of Robert Browning & Elizabeth Barret Browning Characteristics and themes of Browning's poetry Definition and features of dramatic monologue My last dutchess The cry of the children
Week 7	<ul style="list-style-type: none"> Poetry of John Milton Characteristics and themes of Milton's poetry On His Blindness On His Twenty third Birthday Paradise Lost(lines 1-12) The Blades of Grass by Stephen Crane
Week 8	<ul style="list-style-type: none"> Poetry of Robert Frost Robert Frost as a modern poet Characteristics and themes of Frost's poetry The Road not Taken Desert Places Stopping by woods on a Snowy Evening If by Rudyard Kipling
	<ul style="list-style-type: none"> Mid-term Examination
Week 10	<ul style="list-style-type: none"> Introduction to poetry and Poetic Devices Definition and elements of poetry How to read and approach at a poem Different types of poetry(lyrical ballad, sonnet, ode, epigram) Stanza its types, alliteration, assonance, consonance, simili, metaphor, personification, allusion, oxymoron, meter, rhyme scheme, rhythm, tone, mood etc
Week 11	<ul style="list-style-type: none"> History of English poetry Brief history of English poetry
Week 12	<ul style="list-style-type: none"> Poetry of Words Worth Wordsworth as a poet of Nature Characteristics of words worth poetry Daffodils The solitary Reaper "Ode: Intimations of Immortality from Recollections of Early Childhood" Tears of Nature by Graeme King
Week 13	<ul style="list-style-type: none"> Poetry of John Keats Keats as a Romantic poet Characteristics of Keats' poetry La Belle Dam Sans Merci(ballad) To Sleep(sonnet) Ode to Autumn(ode) Be the best of whatever you are by Douglas Malloch
Week 14	<ul style="list-style-type: none"> Poetry of Robert Browning & Elizabeth Barret Browning Characteristics and themes of Browning's poetry Definition and features of dramatic monologue My last dutchess The cry of the children
Week 15	<ul style="list-style-type: none"> Poetry of John Milton Characteristics and themes of Milton's poetry On His Blindness On His Twentythird Birthday

Week	Details of the Topics
	<ul style="list-style-type: none"> Paradise Lost(lines1-12) The Blades of Grass by Stephen Crane
Week 16	<ul style="list-style-type: none"> Poetry of Robert Frost and Emily Dickinson Robert Frost as a modern poet Characteristics and themes of Frost's poetry The Road not Taken Desert Places Stopping by woods on a Snowy Evening If by Rudyard Kipling Characteristic features of Emily Dickinson's poetry Success is counted sweetest Hope' is the thing with feathers I'm Nobody! Who are you? I dream a world by Langston Hughes
	Final Term Examination

Text book(s) and references

The penguin Dictionary of Literary terms and Literary theory by J.A.Cuddon

The Cambridge History of English Poetry by Michael O'Neill

Literary Analysis Papers: How to read a poem

<https://writing.wisc.edu/Handbook/ReadingPoetry.html>

Strategies to Read and Analyze Poetry | Scholastic

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/strategies-read-and-analyze-poetry/>

A Quick Introduction to the Technical Elements of Poetry

<http://webs.anokaramsey.edu/stankey/Literat/Poetry/Poetry0a.htm>

William Wordsworth - Romantic poetry - Telenet

<http://users.telenet.be/gaston.d.haese/wordsworth.html>

William Wordsworth as a Poet of Nature: – NEOEnglish

<https://neoenglish.wordpress.com/2010/12/12/william-wordsworth-as-a-poet-of-nature/>

English Literature Essays: William Wordsworth's as a Romantic poet

<http://allrfree.blogspot.com/2009/10/william-wordsworths-as-romantic-poet.html>

Poems by Emily Dickinson | Academy of American Poets

B.Websites

<https://www.poets.org/poetsorg/poems/45673>

Robert Browning: Poems "My Last Duchess" Summary and Analysis ...

<http://www.gradesaver.com/robert-browning-poems/study-guide/summary-my-last-duchess>

Keats as a Romantic Poet. - www.josbd.com

<http://www.josbd.com/keats-as-a-romantic-poet/>

JOHN KEATS AND THE ROMANTIC ELEMENTS in His ODES

<http://sefad.selcuk.edu.tr/sefad/article/download/257/235>

Robert Frost Poetry Analysis: The Road Not Taken and Other Poems ...

<https://study.com/academy/lesson/robert-frost-the-road-not-taken-and-other-poems.html>

What is Milton's style and its features? | eNotes

<https://www.enotes.com/homework-help/miltons-style-391062>

Course Title-Science content- I

Code: EDU-354

Semester-V

Credit hours: 3(3+0)

Course description

This course has been designed keeping in view the importance of science to strengthen prospective Student Teachers' subject-matter knowledge. This course introduces and develops the knowledge, understanding and skills. Units include the information that is important for student teacher both as citizen in our scientific world and as a leader of learning in the classroom. The course covers various topics like human organ system, glands, physical science topics and some other topics which enhance student dimensions. The division in the objectives between content and process is primarily one of convenience. After completing this course the student teacher will be able to teach science at elementary level. Because this course content contains all the important topics of science.

Learning Outcomes:

At the end of the course the students it is expected that Student Teachers will:

- Understand that science reflects its history and is an ongoing, changing enterprise
- read about famous scientists and their lives and relate their scientific quest to their own lives
- understand digestive and respiratory system and disorder in digestion and respiration
- explain that cell components play an important role in heredity
- differentiate between acquired and inherited traits.
- investigate how some common materials interact to form new materials
- differentiate between ionic bond and covalent bond
- discuss the application of thermal contraction and expansion in daily life
- compare the physical characteristics of different environments (planets and space) with that of Earth

Course Outline

Chapter 01: Introduction to the course	
Week # 1	<ul style="list-style-type: none">• Overview of course content (science and teaching)• Life of scientists and the role of science in society
	<ul style="list-style-type: none">• Nature of science and its application for teaching• Introduction to independent course project, possible topics, and criteria
Chapter 02: Human digestive and respiratory system	
Week# 2	<ul style="list-style-type: none">• Digestion (components of digestion)• Digestive glands• Disorders in digestive system
Week# 3	<ul style="list-style-type: none">• Difference between Respiration and breathing• phenomenon of breathing• disorder in breathing
Chapter 03: Solution and suspension	
Week# 4	<ul style="list-style-type: none">• Solution and its components• Types of solution (aqueous, dilute and concentrated)
Week# 5	<ul style="list-style-type: none">• physical and chemical change• Solubility• Effect of temperature on solubility• Application of solution and suspension

Chapter 04: Endocrine system	
Week# 6	<ul style="list-style-type: none"> Glands Endocrine glands Exocrine gland
Week # 7	<ul style="list-style-type: none"> Hormones and its types Disorders of endocrine system Lymphatic system
Chapter 05: Understanding the periodic table through active learning	
Week# 8	<ul style="list-style-type: none"> Periodic table Historical background of the periodic table Development Elements and their arrangements Metals and their properties Non-metals and their properties
Chapter 06: Chemical Bond	
Week# 9	<ul style="list-style-type: none"> Ionic Bond Examples of ionic bond Covalent Bond Types of covalent bond
Week# 10	<ul style="list-style-type: none"> Coordinate covalent bond Types of Coordinate covalent bond Chemical Equation (types of equations)
Chapter 07: Heredity	
Week# 11	<ul style="list-style-type: none"> Basis of heredity (chromosomes, DNA, and genes in plant and animal cells) Chromosomes (function of chromosomes) Genes (function of genes)
Week# 12	<ul style="list-style-type: none"> Human traits (acquired and inherited) hair color eye color ear lobes
Chapter 08: Temperature and Thermal Expansion	
Week # 13	<ul style="list-style-type: none"> Temperature Temperature Scales (types of scales)
Week # 14	<ul style="list-style-type: none"> Thermal expansion and contraction (solids, liquids, and gases) Expansion of Solids Expansion of Liquids Factors affecting the contraction and expansion process Application of expansion and contraction of solids in everyday life (concrete road surfaces, railway tracks, bridges, overhead power lines, telephone lines, pipelines)
Chapter 09: Earth and Space	
Week# 15	<ul style="list-style-type: none"> Characteristics of solar system Origin of earth and its evolution <ul style="list-style-type: none"> Oceans

Week # 16	<ul style="list-style-type: none"> • Zones of oceans <ul style="list-style-type: none"> • Stars, planets and moon • General Features of Planet
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Recommended Books and web resources:

- "Science: A Closer Look" by Macmillan/McGraw-Hill (Published in various editions for different grade levels)
- "Interactive Science" by Pearson (Published in various editions for different grade levels)
- Knight J et al (2020) The endocrine system. In: Understanding Anatomy and Physiology in Nursing. Sage.
- Lack EE, Paal E (2020) Adrenal glands. In: Cheng L et al (eds) Urologic Surgical Pathology. Elsevier.
- "Chemistry: A Molecular Approach" by Nivaldo J. Tro (Published in 2016)
- The Teaching of Science in Primary Schools by Wynne Harlen
- Inquiry: Thoughts, Views, and Strategies for the K–5 Classroom, National Science Foundation
- Ready, Set, Science! Putting Research to Work in K–8 Science Classrooms, National Research Council
- The American Association for the Advancement of Science (AAAS) Project 2061. 'The Nature of Science'.
<http://www.project2061.org/publications/sfaa/online/chap1.htm>
- Center of Science Education, EDC. 'The History of Science: Mendeleev'.
<http://cse.edc.org/products/historyscience/bios.asp#mendeleev>
- N. Lederman and F. Abd-El-Khalick, 'Avoiding De-Natured Science: Activities That Promote Understandings of the Nature of Science'.
http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching_the_NatOSci.pdf
- Visionlearning. 'Chemical Reactions'. (The reaction between hydrogen and oxygen to form water). http://visionlearning.com/library/module_viewer.php?mid=56.
- Rock Cycle Animation.
<http://www.teachersdomain.org/resources/ess05/sci/ess/earthsys/rockcycle/>.
- Khan Academy. 'Orbits and Electrons'.
<http://www.khanacademy.org/science/chemistry/orbitals-and-electrons>.
- Khan Academy. 'Periodic Table, Trends, and Bonding'.
<http://www.khanacademy.org/science/chemistry/periodic-table-trends-bonding>
- Agan, L. and C. Sneider. 'Learning about the Earth's shape and gravity: A guide for teachers and curriculum developers'. Astronomy Education Review, 2(2) (2004): 90. Online version can be found at: <http://aer.noao.edu/cgi-bin/article.pl?id=65>
- Your Digestive System and How It Works. Website provided by the U.S. Department of Health and Human Development.
<http://digestive.niddk.nih.gov/ddiseases/pubs/yrdd/>.
- To learn more about how the respiratory and circulatory systems work together, access:
<http://www.fi.edu/learn/heart/systems/respiration.html>
<http://www.pbs.org/wgbh/nova/heart/heartmap.html>

Course Title- Curriculum and Instruction

Code: EDU-355

Semester-V

Credit hours: 3(3+0)

Course Description

The students will be able to know different concepts relating to the curriculum and its different foundations; recognize the different processes involved in curriculum construction and the rationale behind them; have critical understanding of the different designs used in curriculum construction; comprehend and critically evaluate different theoretical dimensions of curriculum and instructions and understand various research problems relating to different aspects of curriculum along with curriculum development skills and the steps involved in it.

Learning Outcomes

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

- To understand the concept of curriculum
- To understand the nature, and characteristics of curriculum
- To examine the nature of curriculum development in Pakistan
- To elaborate the components of curriculum
- To orient the students with the foundational knowledge of curriculum
- To differentiate between different types of curriculums
- To enable the students to differentiate among aims, goal, and objectives
- To provide conceptual understanding of bloom and SOLO taxonomies of educational objectives
- To understand the students the concept of curriculum changes and evaluation

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Nature of Curriculum Definitions of curriculum Modern and traditional concepts of curriculum characteristics of curriculum
Week 2	Elements of curriculum 1) Situational Analysis 2) Objectives formulation 3) Contents selection, its principles 4) Curriculum experiences/ implementation/methodologies for curriculum 5) Evaluation of curriculum
Week 3	Forms of Curriculum 1) Core curriculum 2) Null Curriculum 3) Integrated curriculum 4) Hidden Curriculum
Week 4	Foundations of Curriculum and Instruction 1) Philosophical foundations Metaphysics and curriculum Epistemology and curriculum Axiology and curriculum

Week	Details of the Topics
	Different School of Thoughts and Curriculum
Week 5	Different School of Thoughts and Curriculum <ol style="list-style-type: none"> 1) Perennialism 2) Essentialism 3) Existentialism 4) Pragmatism
Week 6	<ol style="list-style-type: none"> 2) Psychological foundations Learner, Learning, and Learning environment 3) Sociological foundations Social Institutions Social norms, Values and Traditions
Week 7	Aims, Goals, and Objectives Taxonomies of Educational Objectives <ol style="list-style-type: none"> a. Bloom Taxonomy of Educational Objectives Cognitive Domains Psychomotor Domain Affective Domain
Week 8	Difference among aims, goals, and objectives Sources of Aims, Goals, and Objectives <ol style="list-style-type: none"> b. SOLO Taxonomy of Educational Objectives
Week 9	Models of Curriculum Tyler Model of Curriculum Background and need of Tyler Model Merits and Demerits of Tyler Model Wheeler Model of Curriculum Background and need of Wheeler Model Merits and Demerits of Wheeler Model
Week 10	Dynamic Model of Curriculum Background and need of Dynamic Model Merits and Demerits of Dynamic Model Skelbeck Model of Curriculum Background and need of Skelbeck Model Merits and Demerits of Skelbeck Model
Week 11	Designs of Curriculum <ol style="list-style-type: none"> 1) Subject based design of curriculum Background, merits, and demerits 2) Activity Based design of curriculum Background, merits, and demerits
Week 12	Curriculum Development in Pakistan <ol style="list-style-type: none"> 1) Curriculum Development at school level 2) Curriculum Development at University / DAI level 3) Role of Teachers in Curriculum Development at Different levels
Week 13	<ol style="list-style-type: none"> 4) Role of Higher Education Commission 5) Federal Bureau of curriculum 6) Provincial Bureau of Curriculum and Textbook
Week 14	Problem in Curriculum in Pakistan

Week	Details of the Topics
	a) Objectives related, b) Contents related c) Learning experiences related d) Evaluation related
Week 15	Curriculum Change Dynamics of curriculum change, Curriculum change process in Pakistan
Week 16	Curriculum Monitoring and Evaluation Purpose and problems of curriculum evaluation, Curriculum Evaluation models, Guiding principles for Curriculum Evaluation

Recommended Books:

- Kelley A.V. (1999). The Curriculum: Theory and Practice. London. Paul Chapman.
- Littledyke, M. and Huxford; L. (Eds) (1998). Teaching the primary curriculum for constructive learning, London: David Fulton Publishers.
- Marsh, C. (1997). Perspectives: Key concepts for understanding curriculum- Revised edition. London: the Falmer press.
- Marsh, C. (1997). Planning, Management and Ideology: Key concepts for understanding curriculum - II, London: the Falmer Press...
- Murray P. (1993). Curriculum Development & Design, 5th Edition,
- Ornstein, A. and Hunkins, F. (1998). Curriculum: Foundations, Principles and Issues, 3rd Edn. London: Allyn and Bacon.
- Orstein, A. (Ed) (1999). Contemporary Issues in Curriculum, 2nd Ed. London: Allyn and Bacon.
- Pollard, A., Theissen, D. and Filer, A. (1997). Children and Their Curriculum: The Perspectives of Primary Elementary School Children, London: The Falmer Press.
- Quicke, I. (1999). Curriculum for Life: Schools for a Democratic Learning Society, Buckingham: Open University press.
- Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:

Course Title- Educational Psychology

Code: EDU-356

Semester-V

Credit hours: 03(3+0)

Course Description

After going through this course the students will be in position to describe in detail the multidisciplinary nature of educational psychology. Familiarize students with basic theories derived from various disciplines which are related to education. The will also understand the learner, the nature of learning and the psychology of learners.

Learning Outcomes

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

- After going through this course the students will be able to find out the multidisciplinary nature of educational psychology.
- Familiarize students with basic theories of Psychology.
- Will also understand the learner, the nature of learning and the psychology of learners.
- develop critical thinking about and appreciation of education psychology as multidisciplinary subject
- familiarize with the concept of test development

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Introduction to psychology
Week 2	<ul style="list-style-type: none">• Schools of thoughts in Psychology• Structuralism• Functionalism
Week 3	<ul style="list-style-type: none">• Behaviorism• Nature and function of educational PsychologyFour way teaching agenda of educational psychology
Week 4	<ul style="list-style-type: none">• Fundamentals of Human Development• Overview of Growth and Development• General nature of growth and Development
Week 5	<ul style="list-style-type: none">• Factors influencing Child Development
Week 6	<ul style="list-style-type: none">• Learning
Week 7	<ul style="list-style-type: none">• Definition of learning• Learning theories• Learning Process
Week 8	<ul style="list-style-type: none">• Information Processing• What is Memory
	Mid-term Examination
Week 10	<ul style="list-style-type: none">• Parts of memory• What is Forgetting• Methods to improve memory
Week 11	<ul style="list-style-type: none">• Intelligence• Concept of intelligence• Theories of intelligence
Week 12	<ul style="list-style-type: none">• Individual differences
Week 13	<ul style="list-style-type: none">• Measurement and evaluation in educational Psychology
Week 14	<ul style="list-style-type: none">• Intelligence Testing• Tests

Week	Details of the Topics
Week 15	<ul style="list-style-type: none"> • Characteristics of Test • Reliability • Validity
Week 16	<ul style="list-style-type: none"> • Items Analysis
	Final Term Examination

A. Text book(s) and references

- Ormrod, Jeane, (2010) Educational Psychology: Developing Learners: Pearson
- Santrock, John W., (2001) Educational Psychology, USA. Mc-Graw-Hill Anita Woolfolk; Educational Psychology, USA.
- Duchesne, S., McMaugh, A. & Mackenzie, E. (2022) Educational Psychology: For Learning and Teaching. Melbourne: Cengage.
- Anita Woolfolk, (2018) Educational Psychology, 14th edition. Pearson.
- Tinega, C. (2021). Guidance and Counselling: A Handbook for Teachers and Students.
- Nsemia Incorporated. Santrock, J.W. (2015) “Educational Psychology”, 5th edition. Boston: McGraw Hill.
- Jeane, (2010) Educational Psychology: Developing Learners: Pearson
- Cook, J., & Cook. (2010). “The World of Children”, 2nd edition. Boston, M A. Parson Education Inc.

B. Websites

- www.psychologyteacher.com
- www.psychologyinstructor.com
- www.educationworld.com
- www.pbs.org
- www.teachingideas.co.uk
- www.learner.org

Semester-VI Subject-wise Contents

Semester – VI	Course Code	Name of Subject	Nature
	EDU-361	Contemporary Issues and Trends in Education	Professional
	EDU-362	Content Course –II (From Selected Discipline - 1)	Content
	EDU-363	Content Course II (From Selected Discipline-II)	Content
	EDU-364	Comparative Education	Professional
	EDU-365	Introduction to Guidance and Counseling	Professional

Course Title-Contemporary issues and Trends in Education

Code: EDU-361

Semester-VI

Credit hours: 3(3+0)

Course description

The Contemporary Issues and Trends in Education course will assist Student Teachers in appreciating the strengths, challenges, innovations, and reforms in education at both national and international levels. They will be empowered not only to adopt viable strategies and approaches in their professional practice but also to implement prescribed educational policies and programs. There are many issues in education; some are general and are found across the globe, while others are specific to Pakistan. Contemporary issues such as health, housing, gender disparity, and poverty, pressure groups, family, and community values affect education at local, national, and international levels. Education also plays a role in addressing these issues. This course focuses on the following issues and trends: globalization; the Sustainable Development Goals (SDGs), Education for All (EFA), and national goals; diversity; the role of peace education at the micro- and macro levels; the role of schools in today's society; and the changing roles of teachers.

Learning outcomes

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

- Examine the social implications of the SDGs and the EFA goals
- identify different issues pertaining to diversity as well as their impact on student learning
- state the nature and scope of the factors affecting the quality of schooling
- critically evaluate the roles of peace, conflict, and education in the development of human society
- explain the role of modern technological developments in education
- develop ways to use technology in the classroom for teaching and learning.
- identify indicators that affect the quality of education
- suggest best practices for improvement at the classroom and school levels.
- identify various social and political issues that affect education
- link an understanding of local, national, and international issues
- address challenges that emerge in the classroom linked to contemporary social and political issues.

Syllabus Breakdown

Unit #1 Globalization, the Millennium Development Goals, and Education for All	
Week #	Topics/themes
1	<ul style="list-style-type: none">• Globalization• The role of globalization in education• The effects of globalization in the education sector
2	<ul style="list-style-type: none">SDGs: General description and indicators• Implementation of the SDGs• Challenges and further strategies in the local contextEFA: General description and indicators• Implementation of EFA• Challenges and further strategies in the local context
Unit #2 The role of peace education at the micro- and macro-levels	
3	<ul style="list-style-type: none">• Introduction to peace education

	<ul style="list-style-type: none"> • Societal factors affecting peace in the Pakistani context
4	<ul style="list-style-type: none"> • Conflicts in schools: Tolerance Bullying Violence • Conflict resolution at the school level
5	<p>The impact of peace issues on education</p> <ul style="list-style-type: none"> • Peace education: A strategy for conflict resolution • Projects on selected conflicts • Presentation of the projects
Unit # 3 Educational policies, administrative and government issues	
6	First educational conference 1947, Recommendations and implementation of First educational conference 1947,
7	<ul style="list-style-type: none"> • All educational policies from 1970 and their recommendations and implementations.
8	<ul style="list-style-type: none"> • Educational issues in Pakistan • Administrative issues in Pakistan
Unit # 4 The quality of education	
9	<p>What is quality education?</p> <ul style="list-style-type: none"> • Rote memorization versus active learning • Learner-centered teaching strategies • High dropouts and poor academic performance
10	<ul style="list-style-type: none"> • Assessment practices and challenges of examinations • Teachers' preparation and employment and recruitment policies • Diversified curriculum • Ghost Schools
Unit # 5 Socio- Political issues	
11	<ul style="list-style-type: none"> • Awareness of true democratic values and the concept of good citizenship • Inclusive classrooms (economic and physical) • Diversity in education (faith, creed, caste, and language)
12	<ul style="list-style-type: none"> • Accepting differences (political, religious, social, and cultural) • Human rights, children's rights and responsibilities (educated to behave in a civilized way) • women rights
Unit # 6 Academic issues: Impact on education	
13	<ul style="list-style-type: none"> • Different education system in Pakistan • Adult education and literacy • Reforms in adult literacy • Political intervention in the recruitment, posting, and promotion process
14	<ul style="list-style-type: none"> • Weak examination system • The diverse learning needs of students • Overcrowded classrooms and teacher-student ratios • Medium or language of instruction
Unit # 7 Administrative issues: Impact on education	
15	<ul style="list-style-type: none"> • Teachers' training and training institutes • Private education institutes

	<ul style="list-style-type: none"> • Technological trends and issues (What is the importance of technology in the curriculum?) • How can technology be used in classroom teaching?
16	<ul style="list-style-type: none"> • Gender studies and its importance • The role of the teacher in promoting gender sensibility • Monitoring and supervision • Accountability and transparency • The right people in the right jobs

Resource materials and references

- Hite, K. A., & Seitz, J. L. (2021). *Global issues: an introduction*. John Wiley & Sons.
- Shah, K., Ahmad, N., & Khan, N. (2019). Analysis of national education policies: issues and challenges in Pakistan and development of science education. *Strength for Today and Bright Hope for Tomorrow*, 19(11), 77-85.
- Hopgood, S. (2018). *The endtimes of human rights*. Cornell University Press.
- Khushik, F., & Diemer, A. (2018). Critical analysis of education policies in Pakistan: A sustainable development perspective. *Social Science Learning Education Journal*, 3(09), 01-16.
- "The New Education: How to Revolutionize the University to Prepare Students for a World in Flux" by Cathy N. Davidson (Published in 2017)
- Abbasi, M. N., Malik, A., Chaudhry, I. S., & Imdadullah, M. (2011). A study on student satisfaction in Pakistani universities: The case of Bahauddin Zakariya University. *Pakistan: Asian Social Science*, 7(7).
- Gulzar, M. A., & Qadir, S. (2010). Issues of language(s) choice and use: A Pakistani perspective. *Pakistan Journal of Social Sciences*, 30(2), 413–424
- Goodale, T. (n.d.). Investigating critical and contemporary issues in education. Retrieved from http://en.wikibooks.org/wiki/Investigating_Critical_%26_Contemporary_Issues_in_Education
- <http://www.ncrel.org/sdrs/areas/te0cont.htm>
- www.nsba.org/sbot/toolkit/tne.html
- Khan, S. I. (2011, 16 Nov.). Gender discrimination in Pakistan. *Pakistan Today*. Retrieved from <http://www.pakistantoday.com.pk/2011/11/>
- <http://www.interventioncentral.org/behavioral-interventions/bully-prevention/bullying-what-it-what-schools-can-do-about-it>
- Campaign for Quality Education. (2007). Education in Pakistan: What works and why. Retrieved from Ø <http://www.cqe.net.pk/pdf/what-works-and-why.pdf>

Course Title-Science content- II

Code: EDU-362

Semester-VI

Credit hours: 3(3+0)

Course description

This course has been designed keeping in view the dire need of basic science skills and knowledge in today's modern world. This course presents specific body of contents in physics, chemistry and biology. This course will refresh and strengthen Student Teachers' subject-matter knowledge and conceptual understanding of science. This course will develop curiosity in students and will able them to start searching to enhance their learning and solving problems. Thus scientific skills, attitudes and understanding of the significance of research in science will develop in the students.

Learning Outcomes:

It is expected that at the end of the course the Student Teachers will be able to:

- know about excretory system, process of excretion and problems related to excretion
- To explain nervous system, parts of brain and disorder of nervous system.
- be able to Observe natural world, and the phenomenon of whole universe
- become aware about the concept of force and motion, and laws of motion
- Know about human's heart function, its disorder.
- be able to describe reproductive system and twin formation
- Understand the structure of animal cell, and function of various parts of cell.
- Able to know about laboratory and follow safety precautions in laboratory.
- explain the process and factors of generating electricity

Course Outline

Chapter 01: Human Systems (Part a)	
Week# 1	<ul style="list-style-type: none">• Excretory system• Structure and function of human kidney• Disorder in kidneys
Week# 2	<ul style="list-style-type: none">• Nervous system• Components of nervous system• Voluntary and involuntary actions
Chapter 2 Human Systems (Part b)	
Week # 3	<ul style="list-style-type: none">• Blood circulatory system• Humans heart function• Disorders in circulatory system
Week # 4	<ul style="list-style-type: none">• Reproductive system• Twin formation• Disorders in reproductive system
Chapter 03: Teaching acids, alkalis, and salts through demonstration	
Week# 5	<ul style="list-style-type: none">• Acids, alkalis, and salts• Properties of acids, alkalis, and salts

	<ul style="list-style-type: none"> • uses of acids, alkalis, and salts
Week# 6	<ul style="list-style-type: none"> • pH and its range (1–14) in aqueous medium • Natural indicators (from fruits and vegetables)
Chapter 04 Bacteria and viruses	
Week #7	<ul style="list-style-type: none"> • Bacteria • Diseases caused by bacteria • Virus
Week# 8	<ul style="list-style-type: none"> • Diseases caused by virus • Fungi • Diseases caused by fungi
Chapter 05 Physical quantities	
Week# 9	<ul style="list-style-type: none"> • Physical quantities (length, volume, mass, time) • System International (SI) units (metre, litre, kilogram, second)
Week#10	<ul style="list-style-type: none"> • Elements and its types • Compound • Mixture and its types
Chapter 06 Structure of Cell	
Week# 11	<ul style="list-style-type: none"> • Structure of animal and plant cell • Organelles of cell
Week # 12	<ul style="list-style-type: none"> • Cell division • Cell Theory
Week # 13	<ul style="list-style-type: none"> • mitosis • steps involved in mitosis • meiosis • steps involved in mitosis
Chapter 07: Electricity	
Week# 14	<ul style="list-style-type: none"> • Production of electricity • Circuits • Conductor • Power source
Week # 15	<ul style="list-style-type: none"> • Problems in generating electricity • electronic system
Week # 16	<ul style="list-style-type: none"> • Revision

Suggested resources

- "Anatomy & Physiology: The Unity of Form and Function" by Kenneth S. Saladin (Published in 2018)
- "Science: A Closer Look" by Macmillan/McGraw-Hill (Published in various editions for different grade levels)
- "Science: An Integrated Approach" by James Trefil and Robert M. Hazen (Published in 2017)
- "Interactive Science" by Pearson (Published in various editions for different grade levels)
- Djamahar, R., Ristanto, R. H., Sartono, N., & Darmawan, E. (2020). Approaches to respiratory and excretion systems teaching: an innovative learning through cirsa. *Universal Journal of Educational Research*, 8(6), 2204-2210

- Taking Science to School: Learning and Teaching Science in Grades K–8 – National Research Council
- Inquiry: Thoughts, Views, and Strategies for the K–5 Classroom – National Science Foundation
- For structure of cell visit:
<https://byjus.com/biology/cells/>
- For electricity generation visit:
<https://www.nsenergybusiness.com/features/newsmajor-types-of-power-plants-to-generate-energy-151217-6004336y/>
- For acids and bases visit:
<https://byjus.com/chemistry/acids-and-bases/>
- For studying viral diseases visit:
<https://my.clevelandclinic.org/health/diseases/24473-viral-infection>
- For studying bacterial diseases:
<https://my.clevelandclinic.org/health/diseases/17724-infectious-diseases>
- For reproductive system study:
<https://www.britannica.com/science/human-reproductive-system>

Course Title- English II (Communication Skills)

Code: EDU-363

Semester-VI

Credit hours: 3(3+0)

Course Description

English II (Communication Skills) is designed to enhance students' proficiency in English language communication. Building upon the foundational skills acquired in English I, this course focuses on further developing students' abilities in reading, writing, speaking, and listening. The primary goal is to enable students to communicate effectively and confidently in a variety of real-life situations.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Effective communication <ul style="list-style-type: none">• Communicating effectively• The communication cycle and process• Communication barriers
Week 2	Language Development of English Language Teachers (ELT) <ul style="list-style-type: none">• Understanding group dynamics• Understanding ELT as a self-directed learner• Developing Language awareness by using CLT activities
Week 3	Organizing a message <ul style="list-style-type: none">• Grammatical accuracy in speech and writing• Coherence and clarity• Opening statement/topic sentence & key words
Week 4	Effective presentations <ul style="list-style-type: none">• The ingredients of a successful presentations• Structuring a presentation – the key stages• Using visual displays to present key facts and figures
Week 5	Presenting in a logically organized and interesting manner <ul style="list-style-type: none">• Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon• Tips to hold your audience's attention• Preparing for a presentation• Delivering a five-minute presentation
Week 6	Sound patterns and tone <ul style="list-style-type: none">• Vowel and consonant sounds and clusters• Phonemes and syllables• Stress and intonation

Week	Details of the Topics
Week 7	Modes of communication <ul style="list-style-type: none"> • Audience and purpose - Visual texts: pictures and video clips • Identifying purpose and audience in different texts
Week 8	Audience specific <ul style="list-style-type: none"> • Writing for different audience • Presenting informally vs. formally • Communicating through different mediums
Week 9	Understanding the purpose <ul style="list-style-type: none"> • Reading for meanings • Reports/Descriptive vs. narrative texts • Argumentative vs. persuasive texts Writing/Presenting persuasively
Week 10	Public speaking <ul style="list-style-type: none"> • Speech/presentation: extemporary and prepared • Public announcements News broadcast
Week 11	Being interviewed <ul style="list-style-type: none"> • Résumé/CV • Interview skills Interviewing for a job/internship
Week 12	Persuasive writing <ul style="list-style-type: none"> • Writing persuasively • Applications Letters of advice/direct request
Week 13	Collecting information <ul style="list-style-type: none"> • Power reading/study skills • Note-taking; summarizing • Synthesizing information
Week 14	Graphical information <ul style="list-style-type: none"> • Reading graphical information: data presented through charts, graphs, etc. • Converting a report to a chart/graph • Summary and outline
Week 15	Collecting and presenting data objectively <ul style="list-style-type: none"> • Small scale research project • Developing a questionnaire • Gathering data and presenting findings • Reporting results
Week 16	<ul style="list-style-type: none"> • Project presentation • Revisions

Textbook(s) and references

- Eastwood, J. (2005) *Oxford Practice Grammar*, Karachi: Oxford University Press.
- Swan, J. *Practical English Usage* (3rd editions) Oxford University Press
- Thomson and Martinet, *A practical English Grammar (Intermediate)* Oxford University Press
- Howe, D.H. & Kilpatrick, L. (2008) *English for Undergraduates*, Oxford: Oxford University Press
- Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association
- Grover, S. M. (2005). Shaping effective communication skills and therapeutic relationships at work: The foundation of collaboration. *Aaohn journal*, 53(4), 177-182.

15. Ellis, R. (2009). Communication skills: Stepladders to success for the professional. Intellect Books.
16. Hargie, O. (Ed.). (1997). *The handbook of communication skills*. Psychology Press.

Websites

The following websites provide a wealth of resources:

8. <http://www.bbc.co.uk/worldservice/learningenglish>
9. <http://learnenglish.britishcouncil.org/en/>
10. <http://www.teachingenglish.org.uk/>
11. Grammar software free download
12. <http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-englishportable/>
13. <https://owl.purdue.edu/>
14. <https://www.bbc.co.uk/learningenglish>

Course Title- Comparative Education (Professional)

Code: EDU-364

Semester-VI

Credit hours: 3(3+0)

Course Description

The "Comparative Education (Professional)" course is designed to provide educators, policymakers, and researchers with a comprehensive understanding of the field of comparative education. This professional development course explores the methodologies, theories, and practical applications of comparing educational systems and practices across different countries and regions. It equips participants with the knowledge and skills needed to analyze, assess, and improve educational systems on a global scale.

Learning Outcomes

At the end of the 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 and Weekly class plan

Week	Details of the Topics
Week 1	Unit 01 Introduction to Comparative Education <ul style="list-style-type: none">• Concept of comparative education – meaning, need and scope• Purpose of comparative education• Methods & Comparative Education
Week 2	Unit 02 Elements of Comparative Education <ul style="list-style-type: none">• Objectives• Curricula• Teaching methodology
Week 3	<ul style="list-style-type: none">• Assessment and evaluation (student achievement, examination system)• Facilities• Educational structure
Week 4	<ul style="list-style-type: none">• Administrative and financial set up• Teacher education
Week 5	Comparative View of Systems of Education in Pakistan <ul style="list-style-type: none">• Private and public• Madrassah and formal education• Formal vs. Distance and non-formal education
Week 6	Comparative Education in Developed Countries <ul style="list-style-type: none">• USA• UK• China
Week 7	<ul style="list-style-type: none">• Japan• Singapore
Week 8	Comparative Education in Developing Countries <ul style="list-style-type: none">• India

Week	Details of the Topics
	<ul style="list-style-type: none"> Bangladesh
Week 9	<ul style="list-style-type: none"> Pakistan Malaysia
Week 10	Unit 06 Global Issues in Comparative Perspective <ul style="list-style-type: none"> Quality education
Week 11	<ul style="list-style-type: none"> Education for All
Week 12	<ul style="list-style-type: none"> Recruitment of teachers at elementary and secondary levels
Week 13	<ul style="list-style-type: none"> Admission procedure at higher education level
Week 14	<ul style="list-style-type: none"> Inclusion
Week 15	<ul style="list-style-type: none"> Current trends in comparative education
Week 16	<ul style="list-style-type: none"> Teacher education in Developed countries

Recommended books

1. Isani, and Virk, M.L. (2006) *Higher Education in Pakistan*. Islamabad: National Book Foundation.
2. Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative education research: Approaches and methods* (Vol. 19). Springer.
3. Manzon, M. (2011). *Comparative education: The construction of a field* (Vol. 29). Springer Science & Business Media.
4. Altbach, P. G., & Kelly, G. P. (1986). *New Approaches to Comparative Education*. University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637.
5. Torres, C. A., Arnone, R. F., & Misiaszek, L. I. (Eds.). (2022). *Comparative education: The dialectic of the global and the local*. Rowman & Littlefield.
6. Hans, N. (2012). *Comparative education: A study of educational factors and traditions*. Routledge.
7. Halls, W. D. (1990). *Comparative Education: Contemporary Issues and Trends*. United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, France..

Websites

1. <https://library-guides.ucl.ac.uk/comparative-international-education/journals>
2. <https://www.sciencedirect.com/topics/social-sciences/comparative-education>
3. <https://libguides.scu.edu/c.php?g=175673&p=3906826>
4. <https://guides.library.harvard.edu/c.php?g=309951&p=2070360>
5. <https://www.routledge.com/International-and-Comparative-Education-Contemporary-Issues-and-Debates/Bartram/p/book/9781138681583>
6. <https://learn.utoronto.ca/comparative-education-service>
7. <https://www.open.edu/openlearn/education-development/global-perspectives-on-primary-education/content-section-2.1>

Course Title- **Introduction to Guidance and Counseling**

Code: EDU-365

Semester-VI

Credit hours: 03(3+0)

Course Description

The prospective teacher needs to have a basic knowledge of school guidance and counseling techniques to address students' personal and social problems she or he may encounter in the classroom. The is course will assist the trainee teacher to perform the basic skills of school guidance and counseling. This course will increase the trainee teacher's ability to exercise active listening skills, reflect students' concerns, assist students to arrive at solutions to problems they present, and advise them on potential solutions to stated difficulties.

Learning Outcomes

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Introduction to Guidance and Counseling• Define and differentiate Guidance and Counseling
Week 2	<ul style="list-style-type: none">• Objectives of Guidance• Principles of Guidance• Objectives of Counseling
Week 3	<ul style="list-style-type: none">• Principles of Counseling
Week 4	<ul style="list-style-type: none">• The role of guidance and counseling personnel
Week 5	<ul style="list-style-type: none">• Teacher in guidance and counseling• Psychologist in student services
Week 6	<ul style="list-style-type: none">• Administrator in guidance and counseling• Career counselor• Librarian in guidance and counseling
Week 7	<ul style="list-style-type: none">• Techniques of Guidance• What are the basic techniques of guidance?
Week 8	<ul style="list-style-type: none">• How the teacher can assist the learner to make informed choices to guide their future• Assisting the learner in personal and social development
	<ul style="list-style-type: none">• Mid-tem Examination
Week 10	<ul style="list-style-type: none">• Developing guidance skills:• questioning techniques, active listening

Week	Details of the Topics
	<ul style="list-style-type: none"> • Basic skills of Counseling • What are the basic skills of Counseling?
Week 11	Identifying elementary social problems the classroom teacher can resolve <ul style="list-style-type: none"> • Exercising basic counseling skills in a controlled situation • Evaluating basic counseling techniques among peers
Week 12	<ul style="list-style-type: none"> • Services of Guidance • Orientation service • Testing service • Educational and occupational services • Counseling services • Placement services • Follow up services Research & evaluation services
Week 13	<ul style="list-style-type: none"> • Evaluation of the guidance and counseling program
Week 14	<ul style="list-style-type: none"> • Types of evaluation in guidance and counseling • Program evaluation
Week 15	<ul style="list-style-type: none"> • Cumulative Record Card • Nature and purpose of the Cumulative Record Card (CRC)
Week 16	<ul style="list-style-type: none"> • Advantages of the CRC • Design of CRC
	Final Term Examination

A. Text book(s) and 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

C. Websites

- www.pbsguidance.org
- www.teachingcounseling.co.uk
- www.learner.org
- www.geography-site.co.uk
- [www.teachervision.fen.com/diversity/teacher resources/33631.html](http://www.teachervision.fen.com/diversity/teacher%20resources/33631.html)
- www.salsa.net/peace/teach/teachers.html
- www.4children.org/issues

Semester-VII Subject-wise Contents

Semester – VI	Course Code	Name of Subject	Nature
	EDU-471	Content Course-III (From Selected Discipline -I	Content
	EDU-472	Content Course –III (From Selected Discipline - II)	Content
	EDU-473	Pedagogy-I (Methods of teaching related to Specialization-I)	Professional
	EDU-474	Pedagogy-I (Methods of teaching related to Specialization-I)	Professional
	EDU-475	Research Methods in Education	Professional
	EDU-476	Teaching Practicum (Short Term)	Professional

Course Title-Science (Content Course III)

Code: EDU-471

Semester-VII

Credit hours: 3(3+0)

Course Description:

This course has been designed keeping in view the importance of science in day to day life. Science is having an increasing influence on what is happening in classrooms. Information communication technology, genetic engineering, environmental sciences are contributing new content and interest to the curriculum. This course is based on the science content presented at elementary level. The major purpose of this course is to enhance knowledge competence of prospective teachers to enable them to teach science effectively. The course is focused on basic concepts of biology, chemistry and physics.

Learning Outcomes:

It is expected that Student Teachers will:

- Describe the effects of human activity on the environment
- Develop awareness about health care and its importance in daily life.
- Discuss the importance of nutrients in human's life.
- Distinguish between healthy and unhealthy food
- provide examples of kinetic energy being transformed into potential energy and vice versa
- provide examples of the transfer of energy from hotter to cooler objects by conduction, radiation, or convection
- Understand earthquake and its causes and damages.
- Differentiate between vertebrate and invertebrate phyla
- differentiate between sexual and asexual reproduction in plants
- describe the common application of biotechnology in various fields
- explain sound (medium of sound and sound waves)

Week-wise course Outline

Chapter 01: Global climate and pollution	
Week # 1	<ul style="list-style-type: none">• Air pollutants (Sulphur dioxide, carbon monoxide, oxides of nitrogen, and chlorofluorocarbons)• Sources (natural and from human activities)• Harmful effects of pollution on human organ systems (such as lung diseases, headaches, breathing difficulties)
Week # 2	<ul style="list-style-type: none">• Harmful effects of pollution on the environment (such as the greenhouse effect, global warming, ozone depletion, deforestation)• Saving the Earth (solid waste management, recycling, environmental campaigns)
Chapter 02: Nutrition	
Week# 3	<ul style="list-style-type: none">• Components of human food• Carbohydrates, proteins, fats• Vitamins (A,B,C,D)
Week# 4	<ul style="list-style-type: none">• Minerals• Role of Calcium and Iron• Dietary fibers• Water and balanced diet
Week# 5	<ul style="list-style-type: none">• Malnutrition• Marasmus• Kwashiorkor

	<ul style="list-style-type: none"> Mineral Deficiency Disease (MDD)
Chapter 03: Energy transfer, transformations, and conservation	
Week# 6	Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) Investigating light Energy transfer and transformation:
Week# 7	<ul style="list-style-type: none"> Concepts of conduction of heat, Convection of heat, Radiation of heat Law of conservation of mass Law of constant composition
Chapter 04: Teaching biotechnology through daily life applications	
Week# 8	<ul style="list-style-type: none"> Introduction to biotechnology introduction to gene into bacterium General applications of biotechnology (agriculture, environment, health, food production and preservation) Ethical issues involved in biotechnology
Chapter 05: Plant and Animal Kingdom	
Week# 9	Characteristics of plants and animals Invertebrate phyla (classification and characteristics of invertebrate phyla)
Week# 10	Vertebrate phyla (classification and characteristics of vertebrate phyla)
Chapter 06: Earth's systems undergoing constant change	
Week# 11	<ul style="list-style-type: none"> Water cycle, Carbon cycle, rock cycles types of rocks
Week# 12	<ul style="list-style-type: none"> Igneous rocks (origin and types) Sedimentary rocks (origin and types) Metamorphic rocks (origin and types)
Chapter #7: Reproduction in plants	
Week# 13	<ul style="list-style-type: none"> Asexual reproduction in plants Sexual reproduction in plants Pollination
Week# 14	<ul style="list-style-type: none"> Agents of pollination Fertilization Seed and fruit formation
Chapter # 8: Sound and propagation of sound	
Week# 15	<ul style="list-style-type: none"> Production of sound propagation of sound sound needs a medium to travel
Week# 16	<ul style="list-style-type: none"> characteristics of a sound wave medium of sound

Suggested resources

- "Focus on Earth Science" by Pearson Prentice Hall (Published in 2018)
- "Science: A Closer Look" by Macmillan/McGraw-Hill (Published in various editions for different grade levels)
- "Science: An Integrated Approach" by James Trefil and Robert M. Hazen (Published in 2014)

- "Earth Science" by Edward J. Tarbuck, Frederick K. Lutgens, Dennis G. Tasa, and Kenneth G. Pinzke (Published in 2016)
- "Anatomy & Physiology: The Unity of Form and Function" by Kenneth S. Saladin (Published in 2018)
- Duschl, R. A., Schweingruber, H. A., and Shouse, A. W. (eds.). Taking science to school: Learning and teaching science in grades K–8. Washington, DC: National Academies Press, 2007
- NASA photograph of the retreat of the Gangotri Glacier in India over the past century: <http://earthobservatory.nasa.gov/IOTD/view.php?id=4594>.
- Essay on Earth's History Told in the Stratigraphic Record by William L. Newman's Geological Time, 1997. The online edition is available at: <http://pubs.usgs.gov/gip/geotime/contents.html>
- Rock Cycle Animation.
<http://www.teachersdomain.org/resources/ess05/sci/ess/earthsys/rockcycle/>.
- Video documentary on the effect of global warming on glaciers (Gangotri Glacier in the Himalayan Mountains) and, therefore, indirectly on human freshwater supply and food: <http://www.pbs.org/now/shows/516/index.html>
- To learn more about nutrients and energy potential, access:
- <http://www.merck.com/mmhe/sec12/ch152/ch152b.html>
- <http://www.merck.com/mmhe/sec12/ch152/ch152e.html>
- <http://www.npr.org/templates/story/story.php?storyId=6700905>

Course Title- English (Content-III)

Code: EDU-472

Semester-VII

Credit hours: 03(3+0)

Course Description

This course is comprised of a novel “Lord of the Flies” written by 20th century novelist William Golding to acquaint the students with modern art of writing. The characters in the novel are schoolboys and students will find it easy and interesting to associate with them. Students will not only derive pleasure from its apparent simplicity but as the layers of meanings are unfolded, they will become sensitive and conscious about the social, political, spiritual, and ethical nature of human beings and the issues that surround it. The central theme of *Lord of the Flies* is the conflict between two competing impulses that exist within all human beings: the instinct to live by rules, act peacefully, follow moral commands, and value the good of the group against the instinct to gratify one’s immediate desires, act violently to obtain supremacy over others, and enforce one is will. This conflict might be expressed in a number of ways: civilization vs. savagery, order vs. chaos, reason vs. impulse, law vs. anarchy, or the broader heading of good vs. evil.

Learning Outcomes:

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

- Read the text accurately and fluently with appropriate stress and intonation.
- Understand and comprehend what constitutes a novel and how it works and proceed.
- Comprehend the text of the novel in its full context, reading between and beyond the lines.
- Improve and build contextual vocabulary understanding different shades and meanings of words.
- Analyze, synthesize and evaluate events, issues, ideas and viewpoints applying reading comprehension and thinking strategies and graphic organizer.
- Comprehend and critically analyze different elements of the novel that are themes, setting, characterization, plot, conflict and narrative point of view.
- Appreciate the realistic portrayal of different characters and their symbolic importance.
- Gather information from a visual cue and graphic organizer to highlight the main points, summarize and synthesis the contents of the novel.
- Use a variety of expression in their oral communication through role play and presentations.
- Comprehend Literary devices and figurative language used in the novel like symbolism, allegory, allusions, similes etc.
- Develop social, political and ethical values embedded in the novel.
- Seek knowledge and information and derive pleasure from reading developing reading as a habit.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• Introduction to novel writing• Different types of novel writing• Elements of a novel
Week 2	<ul style="list-style-type: none">• Introduction to “lord of the flies”• Background of the novel• Main characters and plot• Brief summary
Week 3	<ul style="list-style-type: none">• chapter 1• Sound of the Shell
Week 4	<ul style="list-style-type: none">• chapter 2• Fire on the Mountain
Week 5	<ul style="list-style-type: none">• chapter 3• Huts on the Beach

Week	Details of the Topics
Week 6	<ul style="list-style-type: none"> • chapter 4 • Painted faces and long Hair
Week 7	<ul style="list-style-type: none"> • chapter 5 • Beast from Water
Week 8	<ul style="list-style-type: none"> • chapter 6 • Beast from the Air
Midterm Examination	
Week 09	<ul style="list-style-type: none"> • chapter 7 • Shadows and Tall Trees
Week 10	<ul style="list-style-type: none"> • chapter 8 • Gift for the Darkness
Week 11	<ul style="list-style-type: none"> • chapter 9 • A view to a death
Week 12	<ul style="list-style-type: none"> • chapter 10 • The shell and the glasses
Week 13	<ul style="list-style-type: none"> • chapter 11 • Castle rock
Week 14	<ul style="list-style-type: none"> • chapter 12 • Cry for the hunters
Week 15	<ul style="list-style-type: none"> • Use of literary devices • Symbolism • Allegory • Fable
Week 16	<ul style="list-style-type: none"> • Characterization • Character sketches • Role play
Final Term Examination	

Recommended Books and References:

- Lord of the Flies by William Golding
- William Golding a critical study of the novels by Mark Kinkead-Weekes & Ian Gregor
- Guided comprehension for English learners by Maureen McLaughlin
- Definition & Elements of a Novel. HubPages <https://hubpages.com/literature/Definition-Elements-of-a-Novel>

B.Websites:

- What is Writing Style? - Types & Examples - Video & Lesson ...
<https://study.com/academy/lesson/what-is-writing-style-types-examples-quiz.html>
- What is Prose? | Definition and Examples - K12Reader
<http://www.k12reader.com/term/prose/>
- Characterization in Lord of the Flies - Video & Lesson Transcript ...
<https://study.com/academy/lesson/characterization-in-lord-of-the-flies.html>
- Characterization and Symbolism in Lord of the Flies by William ...
<http://www.123helpme.com/characterization-and-symbolism-in-lord-of-the-flies-by-william-golding-pre>
- 'lord of the flies' as an allegory - Veda's Journal of English Language ...
<http://joell.in/wp-content/uploads/2016/04/LORD-OF-THE-FLIES.pdf>
- Allegory and Symbols in Lord of the Flies by William... | Bartleby
<https://www.bartleby.com/essay/Allegory-and-Symbols-in-Lord-of-the-FKESNPATC>
- LORD OF THE FLIES BY WILLIAM GOLDING - Video Dailymotion
<http://www.dailymotion.com/video/x2km95k>.

Course Title-Pedagogy I (Science)

Code: EDU-473

Semester-VII

hours:

3(3+0)

Course description

Science education needs reform in the philosophical, instructional, and pedagogical dimensions of current practice. Particularly, instructional settings and strategies used by teachers can create an environment that fosters a constructive and active view of the learning process. Learning does not occur by passive absorption of scientific facts; rather, it involves learners in constructing their own meaning and assimilating new information to develop new understandings. This course will develop curiosity in students and will able them to start searching to enhance their learning and solving problems. Thus, scientific skills, attitudes and understanding of the significance of research in science will develop in the students. This is achieved by hands-on and minds-on activities. The content encourages the students to move from ‘what’ is happening in a certain problem and move to ‘why’ it is happening. This approach deepens their understanding about the problem and leads towards a scientific approach. Therefore, this course emphasizes developing inquiry, problem-solving, and decision-making abilities in Student Teachers so they may maintain a sense of wonder and curiosity about the world around them.

Learning Outcomes:

It is expected that Student Teachers will:

- Describe the course outline, pedagogy, and assessment criteria
- Build connections between their learning in different science courses
- identify the changing nature of science
- experience different interactive teaching methodologies that can be used in the science classroom
- Explain, validity, reliability and practicality and discuss the importance of lesson planning in science classrooms
- Know and use techniques and strategies of teaching science in the classroom.
- Make effective use of instructional material in classroom teaching, and develop a lesson plan and teach accordingly.

Syllabus Breakdown

Unit 01:	Introduction
Week # 1	<ul style="list-style-type: none">○ Pedagogy, and assessment criteria○ Difference between pedagogy and andragogy○ The changing nature of science
Week # 2	<ul style="list-style-type: none">○ Learner-focused science teaching methods○ The nature of Science (laws, facts, theories).
Week# 3	<ul style="list-style-type: none">○ Aims, goals and objectives of teaching Science○ Taxonomy of educational objectives.
Chapter 02:	Teaching Methods
Week #4	<ul style="list-style-type: none">○ Lecture Method○ Advantages and disadvantages of lecture method○ Demonstration Method○ Advantages and disadvantages of demonstration method

Week# 5	<ul style="list-style-type: none"> ○ Discussion Method ○ Advantages and disadvantages of discussion method ○ Project Method ○ Advantages and disadvantages of project method
Week# 6	<ul style="list-style-type: none"> ○ Scientific Method ○ Advantages and disadvantages of scientific method
Chapter 03: Teaching Approaches and Strategies	
Week# 7	<ul style="list-style-type: none"> ○ Problem solving ○ Inquiry guided learning ○ Active learning
Week#8	<ul style="list-style-type: none"> ○ Cooperative learning ○ Group work. ○ Field work.
Week# 9	<ul style="list-style-type: none"> ○ Home work assignment. ○ Integrating Technology ○ Interdisciplinary teaching ○ Team teaching
Chapter 04: Laboratory use and Management:	
Week # 10	<ul style="list-style-type: none"> ○ Laboratory ○ Management and safety. ○ Safety measures during experiments. ○ Importance of Laboratory in teaching of Science
Chapter 05: Audio Visual Resources for Science Teaching	
Week# 11	<ul style="list-style-type: none"> ○ Need of a.v.aids ○ Importance of teaching aids. ○ Preparation and use of visual aids display & its use. <p>a. Chart. b. Model.</p>
Week# 12	<p>c. Over head Projection. e. Microscope. f. Bulletin Board. g. Chalk Board. h. Multimedia</p> <ul style="list-style-type: none"> ○ Laboratory ○ Laboratory management and safety measures in laboratory
Chapter 06: Measuring achievements in Science	
Week# 13	<ul style="list-style-type: none"> ○ Preparation of different types of tests in Science ○ Objective type test ○ Essay type test ○ Qualities of good test ○ Validity ○ Types of validity ○ Factors affecting validity
Week# 14	<ul style="list-style-type: none"> ○ Reliability ○ Measurement of reliability ○ Factors affecting reliability ○ Practicality

Week# 15	<ul style="list-style-type: none"> ○ Developing peer-assessment and self-assessment tasks and tools ○ Portfolio assessment ○ rubric ○ Assessment through practical examination
Chapter 07: Preparing teachers to teach science	
Week # 16	<ul style="list-style-type: none"> ○ Planning to teach science ○ Need and importance of instructional planning in science ○ Steps of a lesson plan.
	<ul style="list-style-type: none"> ○ Write daily lesson plan in science

Text book(s) and references

- "Conceptual Integrated Science" by Paul G. Hewitt, Suzanne A. Lyons, and John A. Suchocki (Published in 2017)
- "Teaching Science for Understanding in Elementary and Middle Schools" by J. Myron Atkin, Janet E. Coffey, and Richard C. Atkin (Published in 2019)
- "Teaching Science in Elementary and Middle School: A Project-Based Approach" by Joseph S. Krajcik and Katherine L. McNeill (Published in 2019)
- "Teaching High School Science Through Inquiry and Argumentation" by Douglas Llewellyn (Published in 2014)
- "Phenomena: A Guide to Conceptual Understanding, Problem Solving, and Argumentative Writing in Response to Science Phenomena" by Michael A. Klentschy (Published in 2019)
- For information about Bloom's Taxonomy, refer to:
http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.
- For information about validity and reliability:
<https://statisticsbyjim.com/basics/reliability-vs-validity/>
- <https://blog.teachmint.com/types-of-learning-resources-a-walkthrough/>
- <https://www.prodigygame.com/main-en/blog/teaching-strategies/>
- <https://www.indeed.com/career-advice/career-development/teaching-methods>
- <https://www.labmanager.com/science-laboratory-safety-rules-guidelines-5727>

Course Title- Pedagogy-II (English/Social Studies)

Code: EDU-474

Semester-VII

Credit hours: 03(3+0)

Course Description

This course is designed to promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment). Apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography. Apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom and apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world.

Learning Outcomes:

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

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

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	<ul style="list-style-type: none">• The concept, nature and scope of teaching Social Studies• Social studies in the present era
Week 2	<ul style="list-style-type: none">• Introduction to the teaching of English• A brief introduction into the methods for teaching English
Week 3	<ul style="list-style-type: none">• Significance of history and geography in the teaching of social studies• Scope of social studies in elementary grades
Week 4	<ul style="list-style-type: none">• Key concepts of history and geography• Continuity, change, location, regions, humans and environment
Week 5	<ul style="list-style-type: none">• Teaching history through timelines
Week 6	<ul style="list-style-type: none">• Teaching geography through field work
Week 7	<ul style="list-style-type: none">• Reading maps• Diagrams and News papers
Week 8	<ul style="list-style-type: none">• Lesson planning in social studies• Managing the classrooms of social studies
	Midterm Examination
Week 09	<ul style="list-style-type: none">• Inquiry based approach to the teaching of history and geography
Week 10	<ul style="list-style-type: none">• Geographical landscape of Pakistan• Gift for the Darkness

Week	Details of the Topics
Week 11	<ul style="list-style-type: none"> • Teaching aids for the teaching of geography
Week 12	<ul style="list-style-type: none"> • Report writing in social studies
Week 13	<ul style="list-style-type: none"> • A brief introduction into the history of Pakistan
Week 14	<ul style="list-style-type: none"> • Key issues in the teaching of history and geography
Week 15	<ul style="list-style-type: none"> • Assessing students in the course of social studies at elementary level
Week 16	<ul style="list-style-type: none"> • Portfolios and projects in social studies • Feedback on students' work
	Final Term Examination

Recommended Books and References:

- Dean, B. L., Joldoshalieva, R., & Sayani, F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.
- Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space.
- R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.
- McAfee, O., & Leong, D. J. (2002). Assessing and guiding young children's development and learning. Boston: Allyn and Bacon.
- O'Hara, L., & O'Hara, M. (2001). Teaching history 3-11: The essential guide. London: Continuum.
- Rajakumar, P. (2006). Teaching of social sciences. Paper presented at the National Council of Educational Research and Training, New Delhi.

B. Websites:

- <http://savingtheearthbygoinggreen.weebly.com/going-green-essay.html>
- http://pbskids.org/eeeworld//parentsteachers/pdfs/lessonk_1.pdf
- http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MCFebLtAod_WQAYg
- <http://www.serve.org/uploads/publications/AssessHistory.pdf>
- What is Writing Style? - Types & Examples - Video & Lesson ...
<https://study.com/academy/lesson/what-is-writing-style-types-examples-quiz.html>
- What is Prose? | Definition and Examples - K12Reader
<http://www.k12reader.com/term/prose/>

Course Title- Research Methods in Education

Code-EDU-475

Semester-VII

Credit hours: 3(3+0)

Course Description

This subject provides basic information and learning experiences to prospective teachers about the methods applied in education. It intends to enable the prospective teachers to understand the application of scientific methods into the problems and issues of education, classroom, and teaching learning process. Further, prospective teachers will provide hands-on practices on searching, and formulating research problems, research objectives, questions, hypotheses, and research methodologies. Similarly, this subject provides information about the types and classification of research, sample and sampling methods, data collection instruments and data analysis techniques. Along with these, this subject also provides foundation information about the referencing style and proposal development.

Course Objectives

The objectives of this subject are to introduce the prospective teachers to research methods applied in education, understanding about the nature, classification, and types of research methods, orientation towards population, sampling techniques and data collection methods, and proposal development for final research projects required in 8th semester of B.Ed Hons.

Learning Outcomes

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

- To understand the basic concept of research in education
- To differentiate between different types of research designs,
- To understand the nature, sources, and research problem statements
- To understand research hypotheses, research population, sample, and sampling techniques
- To elaborate data collection process, tools, and analysis mechanisms
- To orient the prospective teachers with proposal development and referencing style

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Research and Educational Research Definitions of research Educational Research Scientific method of research
Week 2	Scope and importance of research in education Scope and importance of research in education Principles of research Classification of research
Week 3	Classification of Research By Purpose <ol style="list-style-type: none">1. Pure/ basic/fundamental Research2. Applied research

Week	Details of the Topics
	3. Actions research Classification of research by Method 1. Historical Research
Week 4	2. Descriptive Research 3. Experimental Research Classification of research by Design 1. Quantitative research 2. Qualitative research 3. Mixed method research
Week 5	Research Problem 5) Definitions of research problems 6) Sources of research problems 7) Characteristics of a good research problem
Week 6	Research Objectives and Hypotheses Definitions of research objectives Action verbs used in writing research objectives Concept of Hypotheses Types of Hypotheses
Week 7	1. Null Hypotheses 2. Non-directional hypotheses 3. Directional hypotheses Research Questions Types of Research Questions 1. Descriptive, 2. Explanatory, 3. Predictive, 4. Causes and effects related questions 5. Forecasting, 6. Empowering Questions
Week 8	Literature review 1. Definitions of literature review 2. Types of literature review
Week 9	Population and Sampling Concept of population Types of population Concepts of Sample, sampling, sample size Types of sampling techniques
Week 10	a. Random sampling techniques b. Non-random sampling techniques
Week 11	Data Collection Tools 3) Questionnaires and its types 4) Interviews and its types 5) Observation sheets
Week 12	Pilot testing of Research Tools 7) Reliability and related concepts 8) Validity and its types in research
Week 13	Data Analysis Techniques 1. Descriptive statistics 2. Inferential statistics SPSS as a Statistical Software for analysis

Week	Details of the Topics
Week 14	Proposal development e) Need for and importance of research Proposal f) Steps of writing research proposals g) Hands-on practices on research proposal
Week 15	Research Report Writing Guidelines for research Report writing Precautionary measures in research report writing Different types of research report writing
Week 16	Referencing style In-text citations Referencing style Types of referencing in research

Recommended Books:

- Best, J. W., & Kahn, J. V. (2016). *Research in education*. Pearson Education India.
- Coe, R., Waring, M., Hedges, L. V., & Ashley, L. D. (Eds.). (2021). *Research methods and methodologies in education*. Sage.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7, p. 429). New York: McGraw-hill.
- Friginal, E. (2013). Developing research report writing skills using corpora. *English for Specific Purposes*, 32(4), 208-220.
- Kaufhold, S. S., & Kaufhold, J. A. (2013). *Basic statistics for educational research*. iUniverse.
- White, P. (2017). *Developing research questions*. Bloomsbury Publishing.

Course Title- Teaching Practicum (Professional)

Code: EDU-476

Semester: 7th

Credit hours: 3(3+0)

Course Description

The Professional Teaching Practicum is a 16-week field experience designed to provide experienced educators with opportunities to deepen their pedagogical knowledge, refine their teaching techniques, and engage in specialized areas of education. Participants will collaborate with mentor teachers, reflect on their teaching practices, and contribute to the improvement of their teaching skills.

Learning Outcomes

1. Apply advanced teaching strategies and pedagogical approaches.
2. Develop and implement specialized instructional materials.
3. Engage in action research or a specialized teaching project.
4. Collaborate effectively with colleagues and mentor teachers.
6. Contribute to the field of education through professional development activities.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1+2	Orientation and Setting Goals <ul style="list-style-type: none">• Introduction to the school and classroom environment (if applicable)• Meeting with mentor teacher or supervisor• Establishing goals and objectives for the practicum
Week 3+4	Advanced Pedagogical Techniques <ul style="list-style-type: none">• Exploring advanced teaching methodologies• Applying differentiated instruction and assessment strategies• Collaborating with mentor teacher on lesson planning
Week 5+6	Specialized Instructional Materials <ul style="list-style-type: none">• Developing and adapting specialized instructional materials• Integrating technology and multimedia resources• Aligning curriculum with educational goals
Week 7+8	Action Research or Specialized Project <ul style="list-style-type: none">• Designing and conducting action research or a specialized project• Collecting and analyzing data to inform teaching practices• Presenting preliminary findings to colleagues and mentor teacher
Week 9+10	Seminar on: Collaboration and Professional Development <ul style="list-style-type: none">• Collaborating with colleagues on curriculum development• Attending professional development workshops or conferences• Reflecting on the impact of professional development on teaching
Week 11+12	Reflective Practice and Feedback <ul style="list-style-type: none">• Engaging in reflective practice through journaling• Seeking feedback from mentor teacher and peers• Making evidence-based improvements to teaching practices.
Week 13+14	Specialization and Expertise <ul style="list-style-type: none">• Focusing on a specialized area of education (e.g., STEM, special education, literacy)• Collaborating with experts in the chosen field

Week	Details of the Topics
	<ul style="list-style-type: none"> • Developing and implementing specialized instructional strategies
Week 15+16	Final Presentation and Future Planning <ul style="list-style-type: none"> • Presenting the results of action research or the specialized project • Reflecting on the overall practicum experience • Developing a plan for continued professional growth
Assessment	Assessment during the practicum will be based on the following: <ul style="list-style-type: none"> • Quality of instructional materials and lesson plans • Contributions to the specialized area of education • Action research or project outcomes • Reflective journals and self-assessment • Collaboration and professionalism

Note: Important to note that;

- Regular meetings with the mentor teacher or supervisor to discuss progress and receive feedback.
- Submission of a comprehensive report or portfolio summarizing the practicum experience and its impact on professional growth.
- Completion of any additional school or district-specific requirements or assessments.

A. Textbook(s) and references

- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum—a systematic review. *European journal of teacher education*, 38(3), 392-407.
- Buckworth, J. (2017). Issues in the teaching practicum. *The challenge of teaching: Through the eyes of pre-service teachers*, 9-17.
- Hyland, F., & Lo, M. M. (2006). Examining interaction in the teaching practicum: Issues of language, power and control. *Mentoring & Tutoring*, 14(2), 163-186.
- Machado, J. M., & Botnarescue, H. M. (2010). *Student teaching: Early childhood practicum guide*. Cengage Learning.
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440.
- White, S., Green, W., Reid, J. A., Lock, G., & Hastings, W. (2008). Teacher education for rural communities: a focus on 'incentives'. In *Australian Teacher Education Association Conference* (pp. 381-390). ATEA.
- Ayumi, J. S., Rezeki, Y. S., & Wardah, W. (2022). EFL PRE-SERVICE TEACHERS' EXPERIENCES DOING PRACTICUM DURING COVID-19 PANDEMIC. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(1), 65-77.
- White, S., & Kline, J. (2012). Developing a rural teacher education curriculum package. *The Rural Educator*, 33(2), 36-43.
- Dann, C., & Allen, B. (2015). Mobile video collection in preservice teacher practicum placements. *Journal of Technology and Teacher Education*, 23(1), 5-27.
- Ryan, J., Jones, M., & Walta, C. (2012). Creating a sustainable and supportive teaching practicum in rural and regional locations. *Australian and International Journal of Rural Education*, 22(1), 57-72.
- TOCCI, C. (2022). Developing educational websites to supplement clinical fieldwork. *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*, 245.

Semester-VIII Subject-wise Contents

Semester – VIII	Course Code	Name of Subject	Nature
	EDU-481	School Management	Professional
	EDU-482	Test development in Evaluation	Professional
	EDU-483	Teaching Practice (Long Term)	Professional
	EDU-484	Research Project	Professional

Course Title-School management

Code: EDU-481
3(3+0)

Semester-VIII

hours:

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.

Course objectives and outcomes:

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

- Develop an understanding of the school as a system and the teachers' role in its structure and functions across various managerial levels
- Differentiate between leadership and management
- Develop leadership skills to effectively perform their roles as a manager, as an instructional leader, and as an agent of change within the school system
- Identify formal and informal channels of communication in Pakistani schools and their effect on the management of these schools
- acquire communication skills to manage effective communication in their own schools
- differentiate between inter- and intra-school relationships
- explore effective techniques for developing and maintaining positive relationships within a school
- explore and analyse various academic, material, and financial records available in schools

Syllabus Breakdown

UNIT 1	The school as an open system
Week 1	Systems thinking <ul style="list-style-type: none">• Conceptualize the concept of a 'good school'• Analyze Student Teachers' roles in the existing practices at various levels of the school structure• Conceptualize school as a system (input, output, and process)
Week 2	<ul style="list-style-type: none">• School as an organizational system• School as a social system• School as an open system
UNIT 2	School leadership and management
Week 3	Conceptualizing leadership Differentiating between leadership and management and administration Defining managerial skills
Week 4	The role of the manager in a school The functions of management: Planning Organizing, Leading, Controlling

Week 5	<ul style="list-style-type: none"> • Leadership in the school as a system • The development of the teacher as a manager • The development of the teacher as an instructional leader • The development of the teacher as an agent of change
UNIT 3	Communication in schools
Week 6	<ul style="list-style-type: none"> • The significance of communication in schools • Communication channels in schools
Week 7	<ul style="list-style-type: none"> • Important Communication skills • Communication process • Directions of communication • Barriers to communication • Overcoming barriers to communication
UNIT 4	Record-keeping in school
Week 8	<ul style="list-style-type: none"> • School record management (concepts and principles) • Academic records (attendance, student registration and progress, library, laboratory, etc.)
Week 9	<ul style="list-style-type: none"> • Material records (furniture, equipment, etc.) • Financial records (budget, purchases, fee collection, salaries, etc.) • General records (about school, staff, and students)
Week 10	<ul style="list-style-type: none"> • Correspondence records • Account • The head teacher's role in providing and monitoring the effective utilization of financial resources
Unit 5:	School plant management
Week 11	<ul style="list-style-type: none"> • School plant management • Building size, shape, design, construction, and maintenance • Managing the school library, laboratories, and the playground
Week 12	<ul style="list-style-type: none"> • The school environment (common principles) • Scheduling and managing day-to-day activities, considering the available resources • Planning and managing co-curricular activities
UNIT# 6	School and human relationship
Week 13	<ul style="list-style-type: none"> • Introduction: Stakeholders and relationship • Inter- and intra-school relationships • Principles and dynamics of school relationships • The head teacher and teachers • Teachers and teachers • Teachers and support staff
Week 14	<ul style="list-style-type: none"> • The head teacher and students • The head teacher and support staff • Teachers and students
Week 15	<ul style="list-style-type: none"> • Students and support staff • Students and students • Cooperation between the school and parent
Week 16	Review of course

Textbooks and web-based resources

- "School Leadership and Administration: Important Concepts, Case Studies, and Simulations" by Richard A. Gorton and Judy A. Alston (Published in 2019)
- "The School and Community Relations" by Edward H. Moore and Don H. Bagin (Published in 2017)
- "The School Administrator's Guide to Blogging: A New Way to Connect with the Community" by Mark J. Stock (Published in 2019)
- "Instructional Leadership: A Research-Based Guide to Learning in Schools" by Anita Woolfolk Hoy, Wayne K. Hoy, and Cecil G. Miskel (Published in 2015)
- Northhouse, G. (2007). Leadership: Theory and practice. New Delhi: Sage Publications, pp. 175–186.
- Khan, D. S. (2009). Educational management. Lahore: Majeed Book Depot, pp. 199–210.
- Razik, T. A., & Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. Upper Saddle River, NJ: Pearson, pp. 103–126.
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- Hoy, W. K., & Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill, pp. 8–34.
- 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>
- Mineduc School Management. (2008). Roles, duties and responsibilities of school management team. Retrieved from http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsibilities_of_School_Management_Team-4.pdf
- <https://files.eric.ed.gov/fulltext/EJ1150205.pdf>
- <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Schools%20as%20Open%20Systems%20Schooling%20V1%20N1%202010.pdf>
- <https://www.indeed.com/career-advice/finding-a-job/what-is-educational-administration>
- <https://www.yourarticlelibrary.com/educational-management/meaning-and-scope-of-supervision-in-education/63738>

Course Title- Test Construction and Evaluation (Professional)

Code: EDU-482

Semester: 8th

Credit hours: 3(3+0)

Course Description

The Test Development and Evaluation course will focus on knowledge, understanding, and skills in the development of valid, reliable, and adequate tests and evaluation procedures as a means to improve learning. Major topics covered include theories of test development, characteristics of a good test, steps in test construction, alternative assessment strategies, and evaluation and accountability based on value addition. Assessment methods include written tests, assignments, presentations, observation, peer assessment and self-assessment, and portfolios. At the end of the course Student Teachers will be able to plan, organize, develop, administer, and score tests, report student performance, and utilize results to improve student learning.

Learning Outcomes

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

- describe and explain types of tests including their advantages and limitations
- differentiate and apply Bloom's and Structure of Observed Learning Outcomes (SOLO) taxonomies for test construction
- describe the role of classical, item response, and generalizability theory in test development
- explain the characteristics of an effective test
- construct tests systematically
- use a variety of essential assessment strategies
- describe and use evaluation to improve learning, teacher performance, and school performance based on value added.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1	Unit 1 content <ul style="list-style-type: none">• Concepts of testing• Testing• Kinds of tests• Teacher-made tests
Week 2	Standardized tests <ul style="list-style-type: none">• Benefits and limitations of tests• Concept of taxonomy in testing• Using Bloom's Taxonomy in test development
Week 3	<ul style="list-style-type: none">• Using SOLO Taxonomy in test development Unit 2 content <ul style="list-style-type: none">• Concept of a good test• Reliability of tests
Week 4	<ul style="list-style-type: none">• Practice session to calculate reliability of tests• Validity of tests• Evaluating test items based on their discrimination power• Utility of a test
Week 5	Unit 3 content <ul style="list-style-type: none">• Determining the behaviours to be assessed• Planning the test• Ensuring content validity (course coverage, concept coverage, learning outcomes coverage) through a table of specifications• Constructing a table of specifications based on Bloom's Taxonomy• Constructing a table of specifications based on SOLO Taxonomy

Week	Details of the Topics
	<ul style="list-style-type: none"> • Writing good MCQs, and constructing tests with MCQs based on a table of specifications • Reviewing peer's tests and scores
Week 6+7	<ul style="list-style-type: none"> • Performing item analysis (difficulty, discrimination, fairness) • Constructing short answer questions ; Marking guides for short answer questions • Constructing essay questions and tests ; Developing model answers and marking schemes for essay questions
Week 8+9	Unit 4 content <ul style="list-style-type: none"> • Classroom observations ; What is the purpose of classroom observation? i; Planning and preparing for observation iii Typical observation formats ; Deriving results from the observation by developing rubrics
Week 10	<ul style="list-style-type: none"> • Assignments and presentations i Your intended audience ii Format, structure, and submission requirements iii Grading criteria <ul style="list-style-type: none"> • Projects
Week 11	i Definition of a project ii Tasks versus tests iii Five features of a project vi What makes a project successful? v Phases of a project vi How to assess projects and use them for evaluation vii Double marking, interrater reliability, and the Spearman–Brown prophecy formula
Week 12	<ul style="list-style-type: none"> • Oral questioning ; Purpose of questioning (e.g. feedback for improving teaching and learning) i Guidelines for questioning <ul style="list-style-type: none"> • Peer appraisal i Guess who' techniques ii Socio-metric techniques <ul style="list-style-type: none"> • Interview strengths and weaknesses i Interview format
Week 13	<ul style="list-style-type: none"> • Portfolio assessment i Two types of portfolios (increasing breadth, increasing depth) ii Steps in the portfolio assessment process <ul style="list-style-type: none"> • Computer-assisted testing and the generation of parallel forms for the measurement of change
Week 14	Unit 5 content <ul style="list-style-type: none"> • Concept of evaluation i Using evaluation for different purposes, including teacher and student evaluations <ul style="list-style-type: none"> • Accountability and evaluation • Teacher accountability • Textbook evaluation
Week 15	i Concept of textbook evaluation ii How to evaluate a textbook iii What are the basic things to consider in textbook evaluation? <ul style="list-style-type: none"> • Concept of course evaluation
Week 16	i How and why to evaluate a course <ul style="list-style-type: none"> • Designing tools for evaluating teachers, courses, and textbooks

Week	Details of the Topics
	<ul style="list-style-type: none"> • Review of concepts relating to tests, testing, and evaluation • Review of the theories of test construction • Review of concepts relating to evaluation

Recommended books and References

Creemers, B. P. M., Stoll, L., Reezgit, G., & the ESI Team (n.d.). Effective school improvement – Ingredients for success: The results of an international comparative study of best practice case studies. Retrieved from: Ø http://www.rug.nl/staff/b.p.m.creemers/effective_school_improvement_ingredients_for_success.pdf

Education Improvement Commission (2000). School improvement planning: A handbook for principals, teachers, and school councils. Retrieved from: Ø <http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf> School improvement life cycle (n.d.). Retrieved from: Ø <http://www.advanc-ed.org/school-improvement-life-cycle>

Safer, N., & Fleischman, S. (2005). Research matters/how student progress monitoring improves instruction. Educational Leadership, 62, 81–83. Retrieved from: Ø <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>

Bloom's Taxonomy of educational objectives with verbs: Cognitive domain (n.d.). Retrieved from: Ø <http://www.madonna.edu/pdf/admissions/bloomcog.pdf>

Devine, M., & Yaghlian, N. (n.d.) Test construction manual: Construction of objective tests. Retrieved from: Ø <http://www.cte.cornell.edu/documents/Test%20Construction%20Manual.pdf> Test construction (n.d.). Retrieved from: Ø <http://citl.indiana.edu/resources/teaching-resources1/teaching-handbook-items/test-construction.php> Wegener, D. P. (n.d.). Test construction. Retrieved from: Ø <http://www.delweg.com/dpwessay/tests.htm>

Braun, H. I. (2005). Using student progress to evaluate teachers: A primer on value-added models. Princeton, NJ: Education Testing Service. Retrieved from: Ø <http://www.ets.org/Media/Research/pdf/PICVAM.pdf>

Loeb, S., & Figlio, D. (2011). School accountability. In E.A. Hanushek, S. Machin, & L. Woessmann (eds.), Handbook of the economics of education, volume 3 (pp. 383–423). San Diego: North Holland. Retrieved from: Ø <http://cepa.stanford.edu/content/school-accountability>

Course Title- Teaching Practicum (Professional)

Code: EDU-483

Semester: 8th

Credit hours: 3(3+0)

Course Description

The Professional Teaching Practicum is a capstone experience for final-semester students pursuing a degree in education. It offers an extended opportunity for students to apply their accumulated knowledge and skills in a real classroom setting, working alongside experienced mentor teachers. The practicum focuses on advanced teaching techniques, curriculum development, and professional growth.

Learning Outcomes

By the end of the practicum, students should be able to:

1. Demonstrate advanced teaching strategies and pedagogical approaches.
2. Develop, implement, and assess curriculum and lesson plans.
3. Engage in reflective practice and data-driven decision-making.
4. Collaborate effectively with colleagues, students, and parents.
5. Create a positive and inclusive classroom environment.
6. Contribute to the field of education through action research or specialized projects.

Course outline and Weekly class plan

Week	Details of the Topics
Week 1+2	Orientation and Setting Goals <ul style="list-style-type: none">• Introduction to the practicum site and mentor teacher(s)• Setting personal and professional goals for the practicum• Review of expectations and responsibilities
Week 3+4	Advanced Pedagogical Techniques <ul style="list-style-type: none">• Exploration of advanced teaching methodologies• Observation of mentor teacher(s) in action• Planning and co-teaching lessons with guidance
Week 5+6	<ul style="list-style-type: none">• Specialized Instructional Materials• Developing and adapting curriculum materials• Aligning curriculum with educational standards and objectives• Collaborating with mentor teacher(s) on curriculum planning
Week 7+8	Action Research or Specialized Project <ul style="list-style-type: none">• Designing and initiating an action research project or specialized teaching project• Data collection and analysis• Regular progress reports and discussions with mentor teacher(s)
Week 9+10	Inclusive Education and Special Needs <ul style="list-style-type: none">• Strategies for accommodating diverse learners• Collaboration with special education professionals (if applicable)• Developing and implementing individualized education plans (IEPs)
Week 11+12	Assessment and Data-Driven Instruction <ul style="list-style-type: none">• Designing formative and summative assessments• Analyzing student data to inform instruction• Adjusting teaching strategies based on assessment results
Week 13+14	Classroom Management and Behavior Support <ul style="list-style-type: none">• Effective classroom management techniques• Addressing student behavior issues• Creating a positive and respectful classroom culture

Week	Details of the Topics
Week 15+16	Reflection and Future Planning <ul style="list-style-type: none"> • Final reflection on the practicum experience • Presentation of action research or specialized project findings • Developing a professional growth plan for the future
Assessment	Assessment during the practicum will be based on the following: <ul style="list-style-type: none"> • Lesson plans, curriculum materials, and instructional delivery • Contributions to the action research or specialized project • Reflection journals and self-assessment • Collaborative participation with mentor teacher(s) • Classroom observations and feedback

Note: Important to note that;

- Regular meetings with the mentor teacher or supervisor to discuss progress and receive feedback.
- Submission of a comprehensive report or portfolio summarizing the practicum experience and its impact on professional growth.
- Completion of any additional school or district-specific requirements or assessments.

Recommended books

- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum—a systematic review. *European journal of teacher education*, 38(3), 392-407.
- Buckworth, J. (2017). Issues in the teaching practicum. *The challenge of teaching: Through the eyes of pre-service teachers*, 9-17.
- Hyland, F., & Lo, M. M. (2006). Examining interaction in the teaching practicum: Issues of language, power and control. *Mentoring & Tutoring*, 14(2), 163-186.
- Machado, J. M., & Botnarescue, H. M. (2010). *Student teaching: Early childhood practicum guide*. Cengage Learning.
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440.
- White, S., Green, W., Reid, J. A., Lock, G., & Hastings, W. (2008). Teacher education for rural communities: a focus on 'incentives'. In *Australian Teacher Education Association Conference* (pp. 381-390). ATEA.
- Ayumi, J. S., Rezeki, Y. S., & Wardah, W. (2022). EFL PRE-SERVICE TEACHERS' EXPERIENCES DOING PRACTICUM DURING COVID-19 PANDEMIC. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(1), 65-77.
- White, S., & Kline, J. (2012). Developing a rural teacher education curriculum package. *The Rural Educator*, 33(2), 36-43.
- Dann, C., & Allen, B. (2015). Mobile video collection in preservice teacher practicum placements. *Journal of Technology and Teacher Education*, 23(1), 5-27.
- Ryan, J., Jones, M., & Walta, C. (2012). Creating a sustainable and supportive teaching practicum in rural and regional locations. *Australian and International Journal of Rural Education*, 22(1), 57-72.
- TOCCI, C. (2022). Developing educational websites to supplement clinical fieldwork. *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*, 245.

Course Title-Research Project

Course Code: EDU-484

Semester-VIII

Credit Hours 03 (3+0)

Introduction

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 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 analyze 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

Course learning 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.
- Meeting Timelines

Week	Details of the Topics
First Meeting (Week-1)	Each Student Teacher will be assigned a supervisor. During this first meeting, Student Teachers will do the following: <ul style="list-style-type: none">• 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 Meeting (Week 2-3)	During these meetings, Student Teachers will do the following: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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	During these meetings, Student Teachers will do the following: <ul style="list-style-type: none">• share their collected data

Week	Details of the Topics
meetings (weeks 8–10)	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Discuss on overall collected data and data analysis patterns Begin data analysis (which will continue for two weeks).
Ninth meeting (weeks 12–13)	During this meeting, Student Teachers will do the following: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Present their project report in a departmental seminar Submit their final action research report for evaluation

Recommended sources

- 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.
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- 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 Beijgaard, 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.
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- Wiersma, W. (2000). *Research methods in education*. Boston: Allyn and Bacon.