



University of Chitral یونیورسٹی آف چترار
BECOME WHAT YOU WANT TO BE

Scheme of Studies Bachelor of Studies in Education

Fall 2023

Additional Director Academics
University of Chitral

DEPARTMENT OF EDUCATION
UNIVERSITY OF CHITRAL



General Requirements of the Programme Nomenclature

Bachelor of Studies in Education

Eligibility Criteria: Intermediate or equivalent with at least 45% marks.

Duration: The minimum duration for completion of BS degree is four years. The HEC allows maximum period of seven years to complete BS degree requirements.

Pathway for the Associate Degree Holders in Education:

- The candidates with AD Education are eligible for admission in 5th Semester of BS Education Programs. Such students shall complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The candidates who acquired AD in Education prior to the admission criteria (as stated above) are also eligible for admission in 5th Semester of BS Education Programs. Such students shall also complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The minimum eligibility for admission in the fifth semester in this case is 2.0 CGPA out of 4 in the prior qualification i.e., conventional two-year BA/BSc degree programs.
- Admission in 5th Semester is subject to the availability of seats.

Pathway for Conventional Two-Year BSc Holders

- Students having completed conventional two-year BA/BSc are allowed to be admitted in the fifth semester of the BS program, in which case students shall be required to complete deficiency courses through a bridging semester before commencement of the fifth semester as determined by the department.
- The minimum eligibility for admission in the fifth semester in this case is 45% cumulative score in the prior qualification i.e., conventional two-year BA/BSc degree programs.
- Admission in 5th Semester is subject to the availability of seats.



Exit with Associate Degree

The students after successful completion of 04 semesters in BS Education Programs may exit with Associate Degree in Education subject to completion of all requirements for the award of associate degree, i.e., Credit Hours, CGPA, and compulsory courses.

Degree Completion Requirements

To become eligible for award of BS degree, a student must satisfy the following requirements:

- Must have studied and passed the prescribed courses, totaling at least 130 credit hours.
- Must have earned CGPA (Cumulative Grade Point Average) of at least 2.0 on a scale of 4.0.

The students after successful completion of 04 semesters in BS Education Program may exit with **Associate Degree in Education** subject to completion of all requirements for the award of associate degree, i.e., Credit Hours, CGPA, and compulsory/major courses.

Assessment Criteria

Each subject carries 100 marks and will be examined and assessed as under:

Midterm: Total Marks	30
Final-Term: Total Marks	50
Internal marks	20
Presentation based assignments	05+05= 10
Quizzes	05
Attendance and class participation:	05
Total :	30+50+10+05+05 = 100

Note:

Meeting of the Faculty of the Department of Education, UoCh/affiliated colleges/institutions will be held before the commencement of each semester to select general education courses from the provided courses. The decision of the faculty will be duly notified to the concerned quarters.

- The offered general education course/s shall be offered at least twice in the same so if a student fails the subject, they may reappear in the failed subject/s.



SEMESTER-WISE BREAK-UP OF COURSES

Semester	General Education Courses CrHr	Major Cr Hr	Interdisciplinary Courses Cr Hr	Internship/Field Experience/Caps tone Project Cr Hr	Total Cr Hr
1 st	6	6	3		15
2 nd	8	9	3		20
3 rd	8	6	3		17
4 th	8	12	--		20
5 th		15	3		18
6 th		18			18
7 th		12		03	15
8 th		12		03	15
Total	30	90	12	06	138

PROGRAM-WISE BREAK-UP OF COURSES

Domain	Credit Hours	General Education Courses	Major Courses	Interdisciplinary Courses	Internship/Field Experience/Capstone Project
Total Cr Hr	138	30	90	12	06



SEMESTER-WISE BREAKDOWN OF COURSES			
Year 1			
SEMESTER-I	Course Title	Domain	CrHr
EDU-111	General Methods of Teaching	Major	3(3-0)
EDU -112	Child Development	Major	3(3-0)
EDU-113	Gender Studies	AC	3(3-0)
EDU 114	Islamic Studies	GE	2(2-0)
EDU -115	Ideology and Constitution of Pakistan	GE	2(2-0)
Any one subject from the following (Social Sciences)			
EDU -116	Introduction to Social Work	GE	2(2-0)
EDU -117	Current Affairs	GE	2(2-0)
EDU -118	Introduction to Psychology	GE	2(2-0)
Total	6		15(15+0)
SEMESTER-II	Course Title	Domain	CrHr
EDU -121	Classroom Management	Major	3(3-0)
EDU -122	Foundations of Education	Major	3(3-0)
EDU-123	Test Development and Evaluation	Major	3(3-0)
EDU -123	Introduction to Sociology	AC	3(3-0)
EDU -124	Basic Statistics	GE	3(3-0)
EDU -125	Civics and Community Engagement	GE	2(2-0)
Any One Subject from the following (Natural Sciences)			
EDU -126	Environmental Studies	GE	3(2-1)
EDU -127	Everyday Science	GE	3(2-1)
EDU -129	Basic Mathematics	GE	3(2-1)
Total		07	20(19+1)



SEMESTER-III	Course Title	Domain	CrHr
EDU -231	Classroom Assessment	Major	3(3-0)
EDU -232	Teaching of General Science	Major	3(3-0)
EDU -233	Introduction to Economics	AC	3(3-0)
EDU -234	Functional English	GE	3(3-0)
EDU -235	Application of Information and communication Technologies	GE	3(2+1)
One subject from any of the following (Arts and Humanities):			
EDU -236	Introduction to Creative Writing	GE	2(2-0)
EDU -237	Art, Craft and Calligraphy	GE	2(2-0)
EDU -238	Introduction to Philosophy	GE	2(2-0)
Total	06		17 (16+1)
SEMESTER-IV	Course Title	Domain	CrHr
EDU -241	Teaching Literacy Skills	Major	3(3-0)
EDU -242	ICT in Education	Major	3(3-0)
EDU -243	Educational Philosophy	Major	3(3-0)
EDU -244	Expository Writing	GE	3(3-0)
EDU -245	Tools for Quantitative Reasoning	GE	3(3-0)
EDU -246	Entrepreneurship	GE	2(2+0)
EDU-247	Teaching Practicum	Major	3(0-3)
Total	07		20 (17+3)



SEMESTER-V	Course Title	Domain	CrHr
EDU -351	Introduction to Human Resource Management	AC	3(3-0)
EDU -352	Teaching of Urdu	Major	3(3-0)
EDU -353	School, Community and Teacher	Major	3(2-1)
EDU -354	Teaching of English	Major	3(3-0)
EDU -355	Curriculum Development	Major	3(3-0)
EDU -356	Educational Psychology	Major	3(3-0)
Total	06		18 (17+1)

SEMESTER-VI	Course Title	Domain	CrHr
EDU -361	Teaching of Mathematics	Major	3(3-0)
EDU -362	Teaching of Social Studies	Major	3(3-0)
EDU -363	Comparative Education	Major	3(3-0)
EDU -364	Introduction to Guidance and Counselling	Major	3(3-0)
EDU -365	Contemporary Trends and Issues in Education	Major	3(3-0)
EDU -366	Inclusive Education	Major	3(3-0)
Total	06		18 (18+0)

SEMESTER-VII	Course Title	Domain	CrHr
EDU -471	Educational Leadership and Management	Major	3(3-0)
EDU-472	Research Methods in Education	Major	3(3-0)
EDU-473	School Management	Major	3(3-0)
EDU-474	Test Development and Evaluation	Major	3(3-0)
EDU-475	Teaching Practicum	Major	3(0-6)
Total	06		15 (12+3)



SEMESTER-VIII	Course Title	Domain	CrHr
EDU -481	Peace Education	Major	3(3-0)
EDU -482	Educational Planning and Management	Major	3(3-0)
EDU -483	Education in Emergency	Major	3(3-0)
EDU -484	Critical Pedagogy	Major	3(3-0)
EDU -488	Research Project	Major	3(0-3)
Total	05	Major	15(12+3)



SEMESTER-I	Course Title	Domain	CrHr
EDU-111	General Methods of Teaching	Major	3(3-0)
EDU -112	Child Development	Major	3(3-0)
EDU-113	Gender Studies	AC	3(3-0)
EDU 114	Islamic Studies	GE	2(2-0)
EDU -115	Ideology and Constitution of Pakistan	GE	2(2-0)
Any one subject from the following (Social Sciences)			
EDU -116	Introduction to Social Work	GE	2(2-0)
EDU -117	Current Affairs	GE	2(2-0)
EDU -118	Introduction to Psychology	GE	2(2-0)
Total	6		15(15+0)

COURSE TITLE: GENERAL METHODS OF TEACHING

Course Code: EDU-111

Credit hours: 03

Learning Objectives/Learning Outcomes:

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

- Explain the basic concepts of teaching
- Demonstrate the essential attributes of the effective teacher
- Elaborate teaching strategies and types of teaching style
- Understand the need and types of lesson plan
- Explain the planning of teaching
- Demonstrate inquiry method
- Demonstrate activity method

Analyze innovations in the process of teaching

Course Outline:

Unit 1 Introduction to Teaching

- Definitions of Teaching
- The concept of Effective Teaching
- effective teaching measures
- Approaches to teaching effectiveness
- Principles of Effective Teaching

Unit 2 Introduction of Teaching Strategies



Meaning and concept of teaching strategies
Difference between method and teaching strategy
Styles of teaching
Autocratic style
Permissive style

Unit 3 Learning Objectives and Teaching Strategies

Teaching for memory development
Model of memory level of teaching
Teaching for understanding
Model of understanding level of teaching
Teaching for reflective level
Model of reflective level of teaching

Unit 4 Planning of Teaching

Task Analysis
Writing general statement about learning
Content analysis
Taxonomic categories of three domains
Determining behavioral objective of teaching

Unit 5 Lesson Planning

Need of Lesson Planning
Approaches to Lesson Planning
Course and Unit Planning
Daily and Weekly Planning
Steps in Lesson Planning
The Lesson Plan Format

Unit 6 Inquiry Method

Concept of inquiry method
Inductive method
Deductive method
Scientific method



The problem solving approach
Advantages and limitations of inquiry method

Unit 7 Activity Method

Nature meaning of inquiry method
Types of activities
Examples and role of teacher in activity method
Limitations and delimitations of activity method
Individual project
Group projects

Unit 8 Innovations in Teaching

Micro teaching
Computer Assisted instructions
Team teaching
Personalized system of instruction
Multimedia approach

References

- Bain, Ken. (2004). *What Best College Teachers do* Cambridge, MA: Harvard University Press.
- Benson, Jarlah. (2000) *Working more creatively with groups*. London: Rutledge.
- Cottrell, S (1999). *The Study Skills Hand Book*, Palgrave, Basingstoke.
- Individual Projects: The EEA Financial Mechanism and the Norwegian Financial Mechanism, 2004-2009.
- Kirschner, P. A; Sweller, S. and Clark, R.E. (2006). Why Minimal Guidance during Instruction does not work: an analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching". *Educational Psychologist* 41 (2): 75-86.
- Kochar, S. K. (1988) *Methods and Techniques of Teaching*. Sterling Publishers private Limited, Delhi.
- Keyes, G. (2010). Teaching the Scientific Method in the Social Sciences. *The Journal of Effective Teaching*, Vol. 10, No. 2, pp. 18-28
- Marwaha, P. (2009). Inductive and Deductive Methods of Teaching. Retrieved from "<http://www.articlesbase.com/writing-articles/inductive-and-deductive-methods-of-teaching-1059831.html>" on 18/07/2011
- McPherson, G. R. (2001). Teaching & Learning the Scientific Method. *The American biology teacher*, volume 63, no. 4.
- Prince, M. J. & Felder, R. M. (2006). Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases. *J. Engr. Education*, 95(2), 123–138
- Anderson & Krathwohl (2001). *Lesson planning*. Adapted by Anderson and Krathwohl (2001).
- Skowron, J. (2006). *Powerful Lesson Planning: Every Teachers Guide to Effective Instruction*



COURSE TITLE: CHILD DEVELOPMENT

Course Code: EDU-112

Credits Hrs. 03

Learning Objectives/Learning Outcomes:

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

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

Course Outline

Unit 1 Course Introduction

- Psycho-social Models
- Behaviorism and Socio-cultural Models
- Cognitive Models
- Factors That Affect the Child: Key Issues and Controversies (3 Big Debates)
- Approaches to Classroom Development

Unit 2 – Early Childhood Development

- Introduction and Infant Development
- Domains of Toddler Development
- Developmentally Appropriate Practices for Toddlers
- Domains of Preschool Child Development
- Developmentally Appropriate Practices for Preschool Child Development

Unit 3 – Elementary School-Age Child

- Introduction to Elementary Child Development
- Aspects of Physical Development
- Encouraging Healthy Physical Development
- Cognitive Development: Overview and Piaget



Social Development: Changes and Parental Roles

Unit 4 – Adolescence and Development

Intro and overview of physical development

Physical dev. II: Individual/group differences

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

Social/emotional dev. II: Adolescent peer group

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

Cognitive/linguistic dev. I: Piaget

Cognitive/linguistic dev. II: Vygotsky

Cognitive/linguistic dev. III:

Appropriate assessment Critics of adolescent developmental theory

Unit 5 – Differences in Development and Special Needs

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

- Recognizing disability and learning disorders I - emotional and behavioral

Recognizing disability and learning disorders II - language, physical and sensor

Cognitive differences: Delays and giftedness

Addressing special needs in the classroom

The perspective of national policy

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

The family in child socialization

Partnering with families

Role of community and society

Inclusion and gender balance

The school and learning environment

Role of the teacher in child development

Teacher's influence on student motivation

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

Reference Books

Bredenkamp, S. & Copple, C. (Eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.



GENDER STUDIES

Edu-113

Credit Hours: 03

Objective:

The concepts about gender relations will be learnt. The historical movements and feminist perspectives about gender relations will be explored. The course will provide understanding about globalization and its role towards changing gender relation in various societies around the world. Special emphasis shall be given to Muslim and Pakistani societies. Specific areas of gender discrimination (both for men and women) will also be learnt.

Course Outline

1. Introduction
 - a. Definition, Concepts and Importance
 - b. Gender Studies in International Setting
 - c. Gender Studies in Pakistani Perspective
 - d. Feminism
2. Major Feminist Perspectives
 - a. Liberal Feminism
 - b. Radical Feminism
 - c. Marxist Feminism
 - d. Theological Feminism
3. Gender and Human Rights
 - a. Definition and Nature of Human Rights
 - b. Collective Rights
 - c. Ethnic Minority Rights
 - d. Fundamental Rights
 - e. Property Rights
4. Gender and Politics
 - a. Gender and Third World Politics
 - b. Women Political Leaders, Past and Present
 - c. Women in the Legislatures and Executive of the Law
 - d. Power and Patriarchy
 - e. Women in Pakistani Political Setup
 - f. Women Participation in Local Government System
5. Gender and Education
 - a. Gender and education
 - b. Gender, Origin and development of education
 - c. Gender Education and religion
 - d. Gender Education and polity
 - e. Gender Education and economy
 - f. Gender Education and social mobility



- g. Gender and Forms of education
6. Gender and Population
- Population composition
 - Sex Composition
 - Gender Roles and Family Size
 - Gender and Reproductive Role
 - Gender and Youth problem
 - Gender and Population Issues
 - Changing Perspective of Gender Roles in Population
7. Gender and Development
- Gender Roles
 - Access to Resources
 - Gender Disparity
 - Problems of Gender Development
 - The role of Development Aid in Gender development
 - The role of non-government organizations in Gender development
 - Journey from WID to GAD

Recommended Books:-

- Beauvoir, Simone De (2007), The second Sex, Vintage.
- Bornsterin, Kate (1995), Gender outlaw: on Men, Women and Rest of US, Vintage.
- Butler, Judith (2004), Undoing Gender, Routledge.
- Butler; Judith (2006), Gender Trouble: Feminism and the Subversion of Identity, Routledge.
- Faucault, Michcl (1990), the History of Sexuality: An introduction, Vintage.
- Jane Pilcher, (2008) 50 Key Concepts in Gender Studies, Sage Publication New Delhi
- Jasmin Mirza. 2002. between Chadard and the Market. Oxford University Press. Karachi.
- Johan Z Spade, (2008) The Kaleidoscope of Gender, Sage Publication New Delhi;
- Kapadia, K. (2002). The Violence of Development. London, Zed Books.

EDU-124 Islamic Studies

Edu-114

Credit Hours: 2 (2-0)

Course Introduction

To provide Basic information about Islamic Studies. To enhance understanding of the students regarding Islamic Civilization. History of Islam, understanding of the worship and its usefulness. The basic concept of Quran Pak: wisdom, patience, loyalty. The comparative analysis of Islam with other religions. The Concept and Value of Haqooq ul Ibad (Bandon Kay Haqooq) in Islam. What is The rights of people in Islamic Point of View. Islamic point of view about other religions.

CLO No. Course Learning Outcomes Bloom Taxonomy

- To further enhance the knowledge of Islam.
- To understand the basic concept of Islam and Quran Pak.
- To understand the concept of Haqooq ul ibad in the light of Quran.
- To know the importance of Islamic concept about other religions.



Course Outline

Basic Themes of Quran,
Introduction to Sciences of Hadith,
Introduction to Islamic Jurisprudence,
Primary & Secondary Sources of Islamic Law,
Makken & Madnian life of the Prophet,
Islamic Economic System,
Political theories,
Social System of Islam.
Definition of Akhlaq.
The Most Important Characters mentioned in the Holy Qur'an and Sunnah,
SIDQ (Truthfulness) Generosity Tawakkaul (trust on Allah) Patience Taqua (piety).
Haqooq ul ibad in the light of Quran & Hadith - the important characteristic of Islamic Society

Reference Materials: (or use any other standard and latest books)

1. Introduction to Islam by Dr Hamidullah, Papular Library Publishers Lahore
2. Principles of Islamic Jurisprudence by Ahmad Hassan, Islamic Research Institute, IIUI
3. Muslim Jurisprudence and the Quranic Law of Crimes, By Mir Waliullah, Islamic Books Service.

EDU-115I Ideology and Constitution of Pakistan

Edu-115

Credit Hours: 2 (2-0)

Pre-requisites: None

Course Introduction

Pakistan studies is an important course at this university in which students' study about their motherland. The following are the specific objective of the course • to develop vision of Historical Perspective, Government, Politics, Contemporary Pakistan, ideological background of Pakistan. • To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline

Historical background of Pakistan: Muslim society in Indo-Pakistan, the movement led by the societies, the downfall of Islamic society, the establishment of British Raj- Causes and consequences. Political evolution of Muslims in the twentieth century: Sir Syed Ahmed Khan; Muslim League; Nehru; Allama Iqbal: Independence Movement; Lahore Resolution; Pakistan culture and society, Constitutional and Administrative issues, Pakistan and its geopolitical dimension, Pakistan and International Affairs, Pakistan and the challenges ahead.

Reference Materials: (or use any other standard and latest books)

1. The Emergence of Pakistan, Chaudary M., 1967
2. The making of Pakistan, Aziz. 1976
3. A Short History of Pakistan, I. H. Qureshi, ed., Karachi, 1988

INTRODUCTION TO SOCIAL WORK

Edu-116

CrHr:02



OBJECTIVES:

The purpose of this course is to acquaint students with the nature and scope of Social Work. This course will familiarize the students with the basic knowledge of Social work.

CONTENTS:

Introduction:

Definition of social work

1. Philosophical base of social work
2. Basic principles of social work
3. Professional and voluntary social work
4. Islamic concept of social work
5. Modern concept of Social work
 - a. Preventive
 - b. Curative
 - c. Rehabilitative
6. Social Work methods
 - a. Primary
 - i. Social Case work;
 - ii. Social group work
 - iii. Community organization and development
 - b. Secondary
 - i. Social Research
 - ii. Social welfare Management (Administration)
 - iii. Social Action
7. Important fields of social work practice

Recommended Books:

1. Frink ,Arthur E., The Field of Social Work, New York, 6th edition, Holt Rinohart, 1974.
 2. Bartlett, H.M., Analyzing Social Work Practice by Fields, New York, 1970.
 3. Pettesw, Dorthy E. , Supervision in Social Work, National Institute for Social Work Training Series. Ferguson, Elizabeth A., Social Work, An Introduction, New York: Lippince M. 1969.
- Stroup, Harbert H., Social Work- An Introduction.

Current Affairs

EDU-117

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Course Description

This is a discussion-based course that will provide students with an opportunity to explore broad and ever-changing arrays of social concerns and issues. As the student, you will be expected to do research on various topics and thoroughly explore all sides of the issues. The students need to consider a variety of opinions and perspectives on controversial and complex topics. Ultimately, they will have to take and defend a position. This subject requires extensive class participation and discussion. The intention of this Current Affairs course is to add relevance to past and current studies as well as to promote global awareness and create an educated citizenry.



Course Objectives

To familiarize students with general knowledge of history, politics, and International Affairs, as deemed necessary to interpret current affairs.

Course Contents

I. Pakistan's Domestic Affairs

- Political
- Economic
- Social

II. Pakistan's External Affairs

- Pakistan's relations with its Neighbours (India, China, Afghanistan, Russia)
- Pakistan's relations with the Muslim World (Iran, Saudi Arabia, Indonesia, Turkey)
- Pakistan's relations with the United States
- Pakistan's relations with Regional and International Organizations (UN, SAARC, ECO, OIC, WTO, CW)

III. Global Issues

- International Security
- International Political Economy
- Human Rights
- Environment: Global Warming, Kyoto Protocol, Copenhagen Accord
- Population: world population trends, world population policies
- Terrorism and Counter Terrorism
- Global Energy Politics
- Nuclear Proliferation and Nuclear Security
- Nuclear Politics in South Asia
- International Trade (Doha Development Round and Bali Package)
- Cooperation and Competition in Arabian Sea, Indian and Pacific Oceans.
- Millennium Development Goals, Current Status,
- Globalization
- Middle East Crisis

Suggested Readings

1	Pakistan Foreign Policy 1947-2005: A Concise History, 2011	Abdul Sattar
2	Issue in Pakistan's Economy, 2010	Akbar S. Zaidi
3	Pakistan: A Hard Country, 2012	Anatol Lieven
4		

Introduction to Psychology

Edu-118

CrHr:03



SEMESTER-II	Course Title	Domain	CrHr
EDU -121	Classroom Management	Major	3(3-0)
EDU -122	Foundations of Education	Major	3(3-0)
EDU-123	Test Development and Evaluation	Major	3(3-0)
EDU -123	Introduction to Sociology	AC	3(3-0)
EDU -124	Basic Statistics	GE	3(3-0)
EDU -125	Civics and Community Engagement	GE	2(2-0)
Any One Subject from the following (Natural Sciences)			
EDU -126	Environmental Studies	GE	3(2-1)
EDU -127	Everyday Science	GE	3(2-1)
EDU -129	Basic Mathematics	GE	3(2-1)
Total		07	20(19+1)



COURSE TITLE: CLASSROOM MANAGEMENT

COURSE CODE: EDU-121

(Credit Hrs: 3)

Learning Objectives/Learning Outcomes:

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

- Explain the meaning and concept of classroom management
- Demonstrate the establishment of a constructive classroom learning environment
- Apply various management techniques to assist learners to be responsible for their classroom behavior
- Demonstrate classroom organization to increase student motivation
- Analyze classroom situations to minimize behavioral problems
- Organize learning within a classroom environment to maximize available resources and space according to a variety of ages and grade levels of learners and
- Evaluate classroom organization in simulated and actual classroom situations.

Course Outline

Unit 1 Introduction to Classroom Management

- Definition of classroom management
- Importance of Class Room Management
- Techniques for Better Class Room Management
- Factors affecting Class Room Management (Internal, External and Psychological Factors) Role of the Teacher in Managing the Classroom

Unit 2 Classroom Organization to Encourage Learner Interest and Class Participation

- The elements of classroom organization
- Class Room Management and Discipline
- Reactive vs. Proactive Teacher Behaviors
- Impact/outcomes of various kinds of classroom organization on student behavior
- Classroom activities for managing learning

Unit 3 Management of physical resources

- Seating Arrangements for Learning Experiences
- Managing the overcrowded classroom
- Classroom Non-Physical Environment Impact on Students Learning
- Classroom Physical Environment Impact on Students Learning

Unit 4: Classroom Management Approaches

- Classroom Management Models
- Interventionist, Interactionism and Non-Interventionists Models
- Teacher- and Student-Centered Approaches



- Interactive Instructional Approaches 4.5. Classroom Management Strategies
Frequently Implemented Classroom Management Programs

Unit 5 Maintaining Classroom Records

Importance of Record Keeping
Record-Keeping Systems: Types of Records

Unit 6: Incentives and Rewards in the Classroom Environment

Maximize Student Success and Minimize Behavioral Problems in the Classroom
Incentive Systems in the Classroom Setting
Punishment vs. Discipline
Prevention vs. Intervention

Unit 7 Managing Classroom Discipline

- Creating a Positive Classroom Environment for Student Responsibility
- Strategies for Managing Potential Disciplinary Issues Before They Become Problems

RECOMMENDED BOOKS AND RESOURCES

Classroom Management That Works: Research-Based Strategies for Every Teacher By
Robert J. Marzano, Jana S. Marzano, Debra Pickering
<http://smkbp.com/attachments/Ebook%20-%20Classroom%20Management%20That%20Works.pdf>

Chapter 1—Introduction to Proactive Classroom Management
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf.

Title of Course: Foundations of Education
Course Code: EDU-122
Credit Hrs: 03

Learning Objectives/Learning Outcomes:

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

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

Course Outline:

Unit 1: Ideological Foundation of Education

- Islamic Foundations
- Islamic concept of Peace
- Other religions and Islam
- Ideology and teachers



Unit 2: Philosophical Foundations of Education

Philosophy and Education
Main Philosophical Thoughts
Idealism
Realism
Pragmatism
Re-constructionism

Unit 3: Psychological Foundations of Education

Learning and Maturation
Individual Differences
Self-Concept **Week 06**
Academic Aptitude
Instructional Strategies and Psychology

Unit 4: Socio-Economic Foundations of Education

Concept of Society and Culture
Social Conditions and Education
Economic Conditions and Education
Politics and Education

Unit 5: Historical Foundations of Education in Pakistan

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

Unit 6: Aims of Education

Aims, Goals and Objectives
Taxonomies of Objectives
Aims and Objectives of Education in Pakistan

Unit 7: Problems and Issues in Education in Pakistan

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

Reference Material:

Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.

Eugene, F.P. (2005). Critical issues in education: Anthology of reading. New York: Sage Publications.



Goldblatt, P.F., & Smith, D. (2005). Cases for teacher development. New York: Sage Publications.

Holt, L.C. (2005). Instructional patterns: Strategies for maximizing students learning.

Murphy, D. (2005). Foundations/Introduction to Teaching. USA: Allyn & Bacon, Inc. New York:

Sage Publications.

TITLE OF COURSE: TEST DEVELOPMENT AND EVALUATION

Course Code: EDU-123

Credit Hrs: 03

Learning Objectives/Outcomes:

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

Understand the concept of evaluation and testing

Determine the qualities of a good test.

Plan and construct appropriate classroom test to evaluate student's performance.

Make report of the test results to different stake holders.

Course Contents:

Unit 01: Test, testing and evaluation

Meaning of test, testing and evaluation.

Purpose, Principles and scope of test and evaluation.

School Evaluation program.

Unit 02: Types of Evaluation

Placement Evaluation

Diagnostic Evaluation

Formative Evaluation

Summative Evaluation

Unit 03: Types of test

Essay type test

Objective type test

Recognition type items

Recall type items

Verbal tests

Unit 04: Test Construction

Planning the test

Preparing the test items

Assembling the test

Unit 05: Test Administration and analysis

Administration/conducting the test

Item analysis and modification

Unit 06: Qualities of a good test

Reliability

Validity

Adequacy



Objectivity



Differentiability

- Unit 07: Interpretation of test scores**
Percentage
Ordering and ranking
Frequency Distribution
Measure central tendency (Mean, Median and mode)
Pictorial forms (Graph, polygon, histogram)

- Unit 08: Reporting the test results to:**
Students
Parents
Administration

- Unit 09: Counseling of students after reporting the results**

Reference Material:

- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Rout ledge Flamer.
Georg, David (2003). Trends in Measurement and Evaluation Techniques. New Delhi: Commonwealth.
James William (2005). Evaluation and Development of School Educations. New Delhi: Anmol Publications.
Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.

EDU-243 INTRODUCTION TO SOCIOLOGY

EDU-123

Credit Hours: 03

Course Objectives:

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Course Outline:

1. Introduction

- Definition, Scope, and Subject Matter
- Sociology as a Science
- Historical back ground of Sociology

2. Basic Concepts

- Group, Community, Society
- Associations
 - Non-Voluntary
 - Voluntary
- Organization
 - Informal
 - Formal
- Social Interaction
 - Levels of Social Interaction
 - Process of Social Interaction
 - Cooperation
 - Competition
 - Conflict
 - Accommodation
 - Acculturation and diffusion
 - Assimilation
 - Amalgamation

3. Social Groups

- Definition & Functions
- Types of social groups



- In and out groups
- Primary and Secondary group
- Reference groups
- Informal and Formal groups
- Pressure groups

4. Culture

- Definition, aspects and characteristics of Culture
 - Material and non material culture
 - Ideal and real culture
- Elements of culture
 - Beliefs
 - Values
 - Norms and social sanctions
- Organizations of culture
 - Traits
 - Complexes
 - Patterns
 - Ethos
 - Theme
- Other related concepts
 - Cultural Relativism
 - Sub Cultures
 - Ethnocentrism and Xenocentrism
 - Cultural lag

4. Socialization & Personality

- Personality, Factors in Personality Formation
- Socialization, Agencies of Socialization
- Role & Status

5. Deviance and Social Control

- Deviance and its types
- Social control and its need
- Forms of Social control
- Methods & Agencies of Social control

6. Collective Behavior

- Collective behavior, its types
- Crowd behavior
- Public opinion
- Propaganda
- Social movements
- Leadership

Suggested Readings:

1. Gidden, A. (2002). Introduction to Sociology. UK: Polity Press.
2. Henslin, J. M. (2004). Sociology: A Down to Earth Approach. Toronto: Allen and Bacon.
3. Kerbo, H. R. (1989). Sociology: Social Structure and Social Conflict. New York: Macmillan Publishing Company.
4. Koenig, S. (1957). Sociology: An Introduction to the Science of Society. New York: Barnes and Nobel.

Course Title: Basic Statistics

EDU-124

Credit Hours: 03

COURSE DESCRIPTION:



This course helps students to understand the basic concepts of statistics, its nature, scope, and importance with special focus as a field of knowledge and its use relevance to biological or chemical, or social sciences. This course will equip and prepare students to evaluate and interpret basic descriptive and inferential statistics, and the design of research and data analysis in any field of scientific investigation.

COURSE LEARNING OUTCOMES:

Upon successful completion of the course, the student will:

Gain a strong foundation in basic statistical and probabilistic concepts which extends to critical thinking, problem-solving, and data analysis skills. This course will equip students with essential skills and knowledge that can be applied across diverse academic and professional domains, enhancing student's problem-solving abilities, data analysis skills and analytical thinking.

Topics	Students Learning Outcomes
1. Introduction to Statistics and Statistical Thinking	1.1. Define statistics, the science of statistics and its importance, application of statistics in economics or management sciences. 1.2. Role of statistics in critical thinking and ethics 1.3. Fundamental elements of statistics 1.4. Basic terminologies in statistics 1.5. Branches of statistics (descriptive & inferential statistics). 1.6. Define data, types of data/variables, sources of data. 1.7. Measurement scales (nominal, ordinal, interval, ratio) 1.8. Exercises
2. Data Representation	2.1. Introduction to data representation 2.2. Basic principles of classification and tabulation 2.3. Construction of frequency distribution (discrete & continuous) 2.4. Diagrams, graphs, and their construction (Bar charts, Pie chart, Histogram, Frequency polygon & Frequency curve, Box and Whisker plot, Stem and Leaf plot) 2.5. Exercises
3. Numerical Descriptive Measures	3.1. Define measures of central tendency 3.2. Different types of averages (A.M, H.M, G.M etc.) 3.3. Other measures of central tendency (Median and Mode) 3.4. Relative merits and demerits of averages 3.5. Measures of skewness and kurtosis 3.6. Shape of distributions 3.7. Define measures of dispersion 3.8. Absolute & relative measure of dispersion 3.9. Different types of absolute dispersion (Range, Variance, Standard Deviation, Inter-quartile Range) 3.10. Relative dispersion (Coefficient of variation) 3.11. Exercises
4. Introduction to Sampling Theory	4.1. Define sample, sampling, sample design, and sample frame. 4.2. Sampling with and without replacement 4.3. Types of error in sampling 4.4. Random sampling (simple, stratified, cluster, systematic, & multistage sampling) 4.5. Non-random sampling (convenience, purposive, quota, & snow-ball sampling) 4.6. Exercises



5. Introduction to Probability	5.1. Define probability, probability definitions (classical/priori, relative/posteriori, axiomatic) 5.2. Basic terminologies (sample space, sample points, events, mutually & not mutually exclusive events, exhaustive events) 5.3. Define set theory, set operations and their application in probability. 5.4. Rules of probability (additive, multiplicative and law of complement) 5.5. Exercises
6. Introduction to Hypothesis Testing	6.1. Define hypothesis testing & estimation. 6.2. Types of hypotheses (null & alternative/research hypothesis) 6.3. Errors in decision making (Type I and Type II) 6.4. Test statistic 6.5. Critical value, rejection/acceptance region 6.6. General procedure for testing of hypothesis 6.7. Exercises
7. Hypothesis Testing-Single Population	7.1. Z distribution, one sample Z test 7.2. Degree of freedom 7.3. T distribution, one sample T test 7.4. Chi-square distribution, Chi-square test of association 7.5. Exercises
8. Design of Experiments (For Botany students only)	8.1. Define concept and design of experiments. 8.2. Principles of experiment 8.3. Planning of experiment 8.4. Replication and Randomization 8.5. Field plot technique 8.6. Layout and analysis of CRD
9. Hands-on Statistical Packages	9.1. Introduction to SPSS, defining variables, data punching/entry. 9.2. Hands-on SPSS (data analysis and visualization).

RECOMMENDED BOOKS:

1. Zar, J. H., (2013). **Biostatistical Analysis**. Dorling Kindersley Publication.
2. Mann, P. S., (2010). **Introductory Statistics**. Wiley Publisher.
3. Quinn, G., Keough, P., (2011). **Experimental Design and Data Analysis for Biologists**. Cambridge University Press.
4. Pagano, M., Gauvreau, K., (2000). **Principles of Biostatistics**.
5. Walpole, R. E. (1982). **Introduction to Statistics**, 3rd Ed., Macmillan Publishing Co., Inc. New York.
6. Field A. (2013). **Discovering Statistics with IBM SPSS Statistics**. 4th Edition. SAGE Publication Ltd.
7. Sher Muhammad Chaudhry (2009). **Introduction to Statistical Theory, Part I & II**.



Civics and Community Engagement

EDU-125

Credit Hours: 2 (2-0)

Description

Teach students the importance and role of active citizenship in promoting a productive, harmonious and development society/ world. Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society. Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/ world. Provide an opportunity to the students to develop their relationship with the community.

Contents

1. Introduction to citizenship education and Community Engagement
2. Identity, Culture, and Social Harmony
3. Multi-cultural society and inter-cultural dialogue
4. Active Citizen: Locally Active, Globally Connected
5. Human rights, constitutionalism and citizens' responsibilities
6. Social issues in Pakistan
7. Social Action Project
8. Assignment (Formative/Summative)

Recommended Books

1. John J. Macionis, Linda Marie Gerber, Sociology (New York: Pearson Education, 2010)
2. Community Development, Social Action and Social Planning by Alan Twelvetrees 12 May 2017
3. The Constitution of the Islamic Republic of Pakistan (Pakistan: The National Assembly of Pakistan, 2012), also available online at the official website of National Assembly of Pakistan: http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017)

Suggested Books

1. Anne Karin Larsen, Participation in Community Work: International Perspectives (Vishanthie Sewpaul, Grete Oline Hole, 2013)
British Council, Active Citizen's Social Action Projects Guide (Scotland: British Council, 2017)

EDU-126 Environmental Studies

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Course Description

In the last few decades “environment” has become a buzz word. A basic understanding of this term has become necessary in every field of life. Therefore, this course is designed for non-environmental science students keeping in view their diverse background of science and nonscience subjects. This course only provides a basic understanding of the environment around us which is necessary to understand the environmental problems we face in our everyday life. This course is designed to provide a basic understanding of the environment, its components and its processes. The course will also provide a brief history and background of the environmental movements.

The course is designed to demonstrate knowledge and understanding of the environmental



pollution, its causes and impact on human beings and ecosystem. Course will take a multidisciplinary approach and will cover contemporary environmental problems. Course will be beneficial in general to all students but particularly for students of economics, sociology, communication studies, management sciences and law due to wide scale application of these concepts in these fields.

The course will provide an introduction to a range of "global environmental challenges" facing humanity. It will provide the necessary background to understanding the policies, politics, governance and ethics, and decision-making processes that underpin the causes of, and responses to, environmental change. It will include an appreciation of the social construction of the term global environmental challenges and the implications of this.

Course Objectives

The course is designed to:

- provide students with a basic understanding of the environment, its components and processes.
- develop student capabilities to understand the man-environment interaction and ways human can impact environment.

Provide:

- an introduction of human attitude towards environment and how it has changed overtime,
- overview of the pollution; its causes and impacts,
- understanding of the role of human activities in causing environmental pollution,
- outline of the factors including physic-chemical, biological and socio-economic which contribute to accelerate or de-accelerate the rate of pollution.

Course Contents

1. Environment

- Definition and Concept
- Ecosystem, its component; material and energy flow in an ecosystem;
- Terrestrial and aquatic ecosystems; biomes and their distribution;
- Atmosphere: composition, air pollution, causes and its impacts.
- Hydrosphere; water distribution on earth, water quality and quantity problems.
- Lithosphere; earth structure, soil resources, pollution and problem.
- Human population and resource use, Human attitude towards environment; history and background.

2. Environmental Pollution

- Concept,
- history and background,
- Pollution sources and types: point and non-point sources.
- Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment,
- Water pollution; water quality and quantity problems, sources, types of pollutants, sources and fate, impacts on human health and on environment, Solid Waste,
- Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution.

3. Global Environmental Problems

- Ozone Depletion
- history,
- science,
- world response

4. Climate Change



- a myth or reality,
- Conflicting Theories,
- climate change scientific basis,
- its impacts, world response,
- climate change politics.
- Acid Rain.

5. Human Population and sustainability, International environmental laws.

Recommended Readings

1. Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
2. Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
3. Environmental Science: Toward a Sustainable Future, Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
4. Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
5. Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
6. Environmental Science: Toward a Sustainable Future, Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
7. Environmental Science: working with the Earth. 11th Ed. Miller, G., Tyler. Cengage Learning, 2005.
8. Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
9. Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
10. Environmental Science: Toward a Sustainable Future, Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.

Everyday Science

Edu-127

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Course Description

In this course, students consider basic concepts from several scientific disciplines, such as biology, physics, and chemistry. Through the examination of everyday occurrences, learners are introduced to scientific ways of thought and to the problem-solving methods used by scientists.

Course Contents

I. Physical Sciences

- Constituents and Structure: - Universe, Galaxy, Light Year, Solar System, Sun, Earth,
- Process of Nature: - Solar and Lunar Eclipses, Rotation and Revolution, Weather Variables .
- Natural Hazards and Disasters:- Earth Quake, Volcanic Eruption, Tsunami, Floods, Avalanche, Travelling Cyclone (Tropical Cyclone, Middle Latitude Cyclone and Tornadoes), Drought, Wildfire, Urban Fire.
- Energy Resources:- Sources of Energy (Renewable i.e. LED Energy, Solar Energy, Wind Energy and Non-Renewable Energy conservation and its sustainable use.

II. Biological Sciences

- Plant and Animal Kingdom:- A brief survey of plant and animal kingdom to pinpoint similarities and diversities in nature.
- Common Diseases and Epidemics, Pandemic:- Polio, Diarrhea, Malaria, Hepatitis, Dengue their Causes and Prevention.

III. Environmental Science

- Environment: - (Water Cycle, Major Water Compartments),



- Atmospheric Pollution:- Types, Sources, Causes and effects of major air pollutants Regional and Global air pollution issues (Acid-rain, Ozone Depletion, Greenhouse Effect and Global Warming). International agreements on air pollution control (Montreal Protocol and Kyoto Protocol).
- Water Pollution:- Types, sources, causes and effects of major water pollutants (Synthetic Organic Chemicals, Oxygen Demanding Wastes, Plant Nutrients, Thermal Pollution, Infectious Agents, Sediments, Radioactivity, Heavy Metals and Acids). Drinking water quality and standards.
- Land Pollution:- Solid waste management and disposal.
- Population Planning.

IV. Food Science

- Concept of Balance Diet:- Vitamins, Carbohydrates, Protein, Fats and oil, Minerals, Fiber.
- Quality of Food:- Bioavailability of Nutrients, Appearance, Texture, Flavor, Quality of Packed and Frozen Food, Food Additives, Preservatives and Antioxidants
- Food Deterioration and its Control:- Causes of Food Deterioration, Adulteration, Food Preservation.

Suggested Readings

- Lancelot Hogben The Impact of Science on Society 2005
Isaac Asimov, A. S. a. N. A. S. a. Fundamentals of Forensic Science 2010
Max M. Houck, Jay A. Siegal Forensic Science Fundamentals & Investigation 2008
Harm J. de Blij, Peter O. Muller, James E. Burt, Joseph A. Mason Physical Geography - Science and Systems of the Human Environment 2009
Norman N. Potter, Joseph H. Hotchkiss Environmental Science: Systems and Solutions. 5th ed. 2013
Michael L. McKinney, Robert Schoch and Logan Yonavjak Environmental Science: A Global Concern 2012
William P. Cunningham, Barbara Woodworth Saigo

Basic Mathematics

Edu-129

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Course Contents

1. Introduction to Set Theory

- Types of Set
- Builder Notation Form/Roaster Form
- Basic Operations on Set (Union, Intersection)
- Functions
- Types of Function

2. De Morgan's Law

- Distributive Law
- Commutative Law
- Associative Law

3. Introduction to Number Theory

- Real Number System
- Complex Number System

4. Linear Equations

- Single Variable Equations



- Multi Variable Equations

5. Matrices

- Introduction to Matrices
- Types of Matrices

7. Matrix inverse

- Determinant

8. Quadratic Equations

- Solution of a Quadratic Equation
- Qualitative Analysis of Roots of a Quadratic Equation

9. Equation Reducible to Quadratic Equation

- Cube Roots of Unity
- Relation between Roots & Coefficient of Quadratic Equations

10. Sequence & Series

- Arithmetic Progression
- Geometric Progression
- Harmonic Progression

11. Trigonometry

- Fundamentals of Trigonometry
- Trigonometric Identities

12. Binomial Theorem

- Binomial Theorem with Rational & Irrational Indices



SEMESTER-III	Course Title	Domain	CrHr
EDU -231	Classroom Assessment	Major	3(3-0)
EDU -232	Teaching of General Science	Major	3(3-0)
EDU -233	Introduction to Economics	AC	3(3-0)
EDU -234	Functional English	GE	3(3-0)
EDU -235	Application of Information and communication Technologies	GE	3(2+1)
One subject from any of the following (Arts and Humanities):			
EDU -236	Introduction to Creative Writing	GE	2(2-0)
EDU -237	Art, Craft and Calligraphy	GE	2(2-0)
EDU -238	Introduction to Philosophy	GE	2(2-0)
Total	06		17 (16+1)

COURSE TITLE: CLASSROOM ASSESSMENT

Course Code: EDU-231

Credit Hrs: 03

Learning Objectives/Learning Outcomes:

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

- Understand the concept and nature of assessment
- Differentiate between group and individual assessment
- Get clarity about formative and summative assessment
- Integrate objectives with classroom assessment
- Develop and analyze test items of different cognitive abilities
- Understand different alternative classroom assessment techniques
- Interpret test scores and results of other assessment techniques

Course outline

Unit 1 . Concept of classroom Assessment

- Distinction between Assessment and Measurement
- Purpose and importance of Classroom Assessment
- Individual and group Assessment
- Formative and summative assessment



Unit 2. Designing learning outcomes

Behavioral and non-behavioral objectives significance
Taxonomy of learning objectives
Guideline for writing objectives
Integrating objectives with classroom assessment

Unit 3. Test construction/ Scoring

General Guidelines for test construction (rules, table of specification)
Test item types (selection type test, supply type test)
Item Analysis
Rubrics

Unit 4. Qualities of measuring instruments

Validity
Reliability
Differentiability
Practicability

Unit 5. Types of Class Room Test (Objective Type Test)

Essential features
Types
Advantages and Limitations

Guidelines for writing and scoring Objective items

Unit 6. Types of Class Room Test (Essay Type Test)

Essential features
Major Types
Advantages and Limitations
Guidelines for writing and scoring essay type test

Unit 7. Test Administration

Guidelines for test administration
Steps in test administration

Reference Material:

- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2010). Assessment for learning: Putting it into practice. Berkshire, UK: Open University Press.
- Clarke, S. (2008). Active learning through formative assessment. London, UK: Hodder Education
- McMillan, J. H. (2011). Classroom assessment: Principles and practice for effective standards-based instruction (5th ed). Boston: Pearson.
- Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). Measurement and assessment in teaching (10th ed). Upper Saddle River, NJ: Pearson.



- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). Classroom assessment for student learning: Do it right-Using it well. Boston: Pearson. This text has a DVD and CD.
- William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

Course Title: Teaching of General Science

Edu-232

CrHrs: 03

Learning Objectives:

- Explain the essential characteristics of a science textbook
- Explain types of formative and summative evaluation in science
- Classify different types of evaluation in science
- Make effective use of objectives for achievement tests in science.
- Develop competency through effective use of achievement tests in science

Course outline

Unit 01. Nature of Science

- Definition of science
- History and Background of Science education
- Science as a process: Scientific Method
- Science as a product: Scientific Knowledge

Unit 02. Objectives of Science Teaching

- Criteria for setting objectives in science teaching
- Difference between behavioral and non-behavioral objectives
- Advantages and disadvantages of behavioral and non-behavioral objectives
- Blooms taxonomy of behavioral objectives

UNIT 03. Methods of Teaching General Science at Elementary Level

- Demonstration cum-lecture method
- Discovery method
- Pupil centered method
- Teacher centered method

UNIT 04. Teaching Approaches and Strategies

- Definition of teaching approach and teaching strategies
- Types of teaching approaches
- Problem solving
- Inquiry Technique
- Creativity
- Types of teaching strategies
- Scope & purpose of practical activity



UNIT 05. Teaching Aids

Need and importance of teaching aids in science education

Type of teaching aids

Principle of teaching aids

Low cost teaching aids (preparation)

UNIT 06. Effective Teaching Techniques

Unit Planning

Lesson planning

Qualities of science teacher

Effective questioning skills

UNIT 07. Evaluation in Science Education

Designing a test

Administrating & scoring a test

Interpreting test results

References Books:

Zaidi, S.M. Modern teaching of science, Anmol Publications PVT. Ltd. New Delhi, 2004.

Ebel, R.L.: Essentials of Educational Measurement,

Prentice Hall. Garrett, H.E.: Statistics in Psychology and Education,

Vakil-Feffer. Anderson, Hans: Readings in Science Education for Secondary School

DR MaksalMinaz: Efcet of flip class room strategy on the performance of prospective teachers of KPK April 2018.

Introduction to Economics

EDU-233

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Objectives

The course is designed for the beginners with no formal background or little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in macroeconomics. The teacher is expected to draw examples from the surrounding world to clarify the concepts.

Introduction

Basic Concept of economics

Definition of Economics

Factors of Production

Types of Economies



Scarcity Problem

The Economic Problem of Scarcity
Limited Resources and Goods
Goals of Market Oriented Economy
Concepts of Graph in Economics

Basic Elements of Supply and Demand

Definition of Demand, Law of Demand, Assumptions, Limitations, Shifts in Demand Curve, Individual and market Demand, Determinants of Demand
Elasticity of Demand, Income Elasticity, Price Elasticity, Cross Elasticity
Determinants of Elasticity
Definition of Supply
Law of Supply
Assumptions, Limitation, Shifts in Supply curve
Determinants of Supply
Market Equilibrium
The Effects of Demand Shift on Equilibrium
The Effect of Supply shifts on Equilibrium

Demand and Consumer Behavior

Introduction
Utility
Law of Diminishing Marginal Utility
Law of Equal and Marginal Utility
Indifference Curve Approach
It's Shape
Assumptions
Budget constraint
Income And Substitution Effects of a consumer

Analysis of Cost

Introduction
Total cost, Fixed Cost, Variable Cost
Marginal Cost, Average Cost
Average Fixed and Variable Cost

The economy in aggregate

Complexities of the world of business
Concept of business cycles: Boom and Depression, three concerns of macroeconomics
Inflation
GDP growth and unemployment

National Income

Definition and concept of national income
Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP)
GDP at factor cost and at market prices
Computation of national income: Product, Income and Expenditure approaches,
Circular flow of income
Nominal versus Real income
Per capita income and the standard of living.

Recommended Books



1. Samuelson Pual and Nordhaus W.D “Economics” Latest Edition, McGraw Hill
2. McConnel and Brue “Economics “Latest Edition” McRraw Hill.
3. G.P Gould and Ferguson “Microeconomics Theory” Latest Edition.
4. Habibullah Vaseer “Elements of Economics” Latest Edition.

Mankiw,G–Principles of Economics- latest edition. 2. Samulson and Nordrons - Economics –latest edition Additional Texts: 1. Parkin, Michael - Macroeconomics, latest edition 2. Miller, R.L.– Economics Today – latest edition

Functional English

EDU-234

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Course Introduction

This is first course in English to the Bachelor of Science students and covers all the fundamental concept of English composition and comprehension. The course is designed in such a way that students can use this knowledge to further enhance their language skills in English. The course aims at enhancing students’ skill and competence in communicating their ideas in writing and speaking in English language. It will primarily focus on four areas of language to help the students achieve proficiency in language use, develop skills in listening comprehension, improve reading efficiency, use the conventions of standard written English with skill and assertion, build-up vocabulary, and clearly and accurately reproduce specific data. It will illustrate the force and effectiveness of simple and direct English.

Course Outline

- Paragraph and Essay Writing,
- Descriptive Essays
- Narrative Essays
- Comparison and Contrast Essays
- Sentence Errors
- Persuasive Writing
- How to give presentations
- Oral Presentations
- Dialogue Writing
- Short Story Writing
- Review Writing
- Letter Writing

\Reference Materials: (or use any other standard and latest books)

1. College Writing Skills with Readings, by John Langan, McGraw-Hill, 5th Edition.
2. A Textbook of English Prose and Structure by Arif Khattak, et al, GIKI Institute, 2000.

Information & Communication Technology

Edu-235

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE



Course Description

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking, and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

Course Objectives

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems
- Understand modern software programs and packages
- Learn about upcoming IT technologies

Course Contents

Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

1. Basic Knowledge of Computers

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

2. Proficiency in Using Productivity Software

- Create documents of various types and save in a desired location
- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:
- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)



- Compression software (example: WinZip, StuffIt, 7-Zip)

3. Electronic Communication Skills

- Email, using a common email program (example: MS Outlook, Gmail, Apple Mail)
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

4. Internet Skills

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet

5. Moving Files

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

Recommended Readings

- Bruce J. McLaren, Understanding and Using the Internet, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- Computer Applications for Business, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, Microsoft Office Professional, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102.42
- Robert D. Shepherd, Introduction to Computers and Technology, Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, Discovering Computers 98, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, Microcomputers, A Practical Approach to Software Applications, McGraw-Hill Book Company, New York, NY 10016.

Creative Writing

EDU-236

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Arts & Humanities)

Course Description

Creative writing is everywhere. It connects authors and audiences whether you are reading a novel or driving past a billboard. This course will train students in the craft of writing expressively and persuasively across a wide range of creative modes and media. From writing literary fiction for the printed page or for digital platforms, to producing compelling and poetic sales copy, this course provides students with the basic knowledge and skills that allows them to connect with a target audience and become better storytellers. It will pose questions concerning the very nature of "literary"



language and examine the ways in which such language can command our attention, stir our emotions, and thus encourage us toward action.

Learning Outcomes

Students who successfully complete this course will:

- Gain exposure to a range of creative genres and forms and acquire the skills with which to identify elements and techniques of each that attract attention and persuasively affect readers
- Be introduced to practices (in tutorial workshops) to help learn to give and receive effective feedback
- Develop new vocabularies and techniques that span creative fiction and creative advertising. The development of a portfolio will give students experience in editing and presenting their own work
- Gain the ability to judge and assess creative texts for their rhetorical structure and persuasive effects
- Develop their capacity for self-directed activity through compiling their creative submissions
- Be exposed to diverse literary and cultural characteristics and their influences on each other in a global cultural context through studying how different texts affect different audiences in different contexts. This exposure will also help them develop as conscientious citizens

Topics

Topics will vary and will include:

- Crime fiction
- Creative copywriting
- Flash Fiction
- Digital narratives
- Satire
- Travelogues

Required Books and Materials

- Poem Crazy by Susan Wooldridge
- Creating Short Fiction by Damon Knight
- Edmondson's Creative Writing Models (instructor course pack bound in one volume)
- Paper, pens, notebooks, portfolio (determined by each student).
- An active UH student email account you know how to use (<https://myuhportal.hawaii.edu>)

COURSE TITLE: ARTS CRAFTS AND CALLIGRAPHY EDU

Course Code EDU-237

Credit Hours: 02

COURSE DESCRIPTION:

Art, Crafts & Calligraphy course, is designed for teachers who will teach this subject at the elementary level. Content of the course is mainly drawn from the national Arts Curriculum designed for elementary schools. This will facilitate the teachers to enhance their understanding and skills for the subject which will be essential for them to have in order to become an effective elementary school teacher.

In this course participants will be introduced to a variety of media through two-dimensional and three-dimensional approaches to create and respond to visual arts. Through this course participants



will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the elements of art and design with an emphasis on color and composition. Participants will develop technical skills and personal style. A variety of subject matter will be exploring e.g. still life, interior/exterior, landscape and the figure. The craft section participants will explore various approaches to clay construction, while applying the elements and principles of design to create three-dimensional form. Emphasis will be on hand building methods. Various decorating techniques will be stressed with greater opportunity to apply creative and critical thinking skills to their forms e.g. carving, etching, texture in 2D and 3D structures etc.

Learning Objectives/Outcomes:

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

Explain the importance of art Education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.

Use tools and materials in art more skillfully

Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher

Recognize and appreciate artists, art styles, and artwork

Reflect and participate in art critiques as a critic and as an artist

Initiate independent projects that allow personal interpretation and self-expression

Identify links between art and other school subjects

Course Outline

UNIT #1: Introduction to Arts, Crafts & Calligraphy

What are Arts, Crafts and Calligraphy?

The role of the teacher in teaching art

Influence of the arts in children's development

Calligraphy- The emergence of Islamic calligraphy

Ceramics and Sculpture

Puppetry in Pakistan

UNIT #2: Approaches of art and craft

Integrated

Topical

Sketching

Meaning and Definition of Calligraphy

Types of Calligraphy

Islamic Calligraphy

Pakistani Islamic Calligraphy

Printing and patterns

Printing: vegetable printing, leaf printing, and block printing

Pattern making: geometrical and organic patterns



Drawing and painting

Pencil drawing, graphite drawing, crayons, pastels, etc

Shading techniques

Painting

Still life

Landscape

Old civilization in Pakistan

Art and Architecture

UNIT 6: Assessing art, crafts, and calligraphy in the classroom, and exhibition

Preparing to teach art, craft, and calligraphy

Exhibition and portfolio.

Introduction to Philosophy

EDU-238

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Course Description

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few. The class discussions will center on broad philosophical concerns: the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.

Course Objectives

- Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology.
- Understanding of philosophical terms.

Course Contents

1. A review of the history of philosophy
2. A discussion on the major problems and methods of philosophy
3. Studying the work of at least ONE philosopher from each of the following groups:

Week	Topics
1	Introduction Definition of philosophy Literal and general Subject Matter, Nature, and Scope of philosophy
2-3	Branches of philosophy Metaphysics Branches of Metaphysics (Ontology, Cosmology, and philosophical psychology)
4-5	Epistemology



	Knowledge (Definition, Nature, Scope and condition of knowledge, Empiricism. Rationalism, institution theories of Truth
6-7	logic Basic Logical concepts Deductive Reasoning vs. inductive Reasoning
8-9	Ethics Definition, Nature, and Scope Branches of Ethics (Normative Ethics and Applied Ethics Normative theories of truth
10	Aesthetics Definition and Nature objectivity vs. subjectivity
11	Greek philosophical thought Schools of thought in philosophy.
12-13	Materialism (Mechanistic Materialism Dialectical Materialism and Naturalistic Humanism) b-Idealism (subjective idealism objective idealism and personal idealism
14	Realism (Naïve Realism Representative realism, critical Realism Dogmatic and agnostic realism
15-16	Pragmatism Existentialism Phenomenalism Analytic Tradition

Recommended Books

- Copi, Irving M. and Carl Cohen, introduction to logic, 2009, An imprint of Pearson Education.
- Durant, Will. The story of philosophy, 1985, services Book club, Rawalpindi, Pakistan. National Book foundation, Islamabad, Pakistan.
- Stewart, David and Blocker, H. Gene. Fundamentals of philosophy, 2006, Pearson Education inc. Dorling Kindersley Pvt. Ltd, India
- Stace, W.T.C critical History of Greek philosophy, 2008, 5th Reprint, National Book foundation, Islamabad, Pakistan.



SEMESTER-IV	Course Title	Domain	CrHr
EDU -241	Teaching Literacy Skills	Major	3(3-0)
EDU -242	ICT in Education	Major	3(3-0)
EDU -243	Educational Philosophy	Major	3(3-0)
EDU -244	Expository Writing	GE	3(3-0)
EDU -245	Tools for Quantitative Reasoning	GE	3(3-0)
EDU -246	Entrepreneurship	GE	2(2+0)
EDU-247	Teaching Practicum	Major	3(0-3)
Total	07		20 (17+3)

COURSE TITLE: TEACHING LITERACY SKILLS

Course Code: EDU-241

Credits Hrs. 03

Learning Objectives/Outcomes: Students will be able to:

Describe reading as a holistic process comprising comprehension, fluency, and word recognition.
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

Course Contents:

Unit 1: Reading Skill

Components of Reading
Principles of Reading
Kinds of Reading
Oral language as the foundation of reading and writing

Unit 2: Writing Skill

Writing Development
Writing Styles: Narrative, Descriptive
Expository, Persuasive

Unit 3: Speaking Skill

Role of Sounds in Language Learning



Phonological awareness: Vowel and Consonant Sounds

Pronunciation of Strong and Weak Words

Speaking and its Importance

Role of phonemic sounds in Speaking Fluency

Barrier in Speaking Effectively

Strategies for Improving Speaking Skills

Unit 4: Listening Skill

Types of Listening: Discriminative, Comprehensive, Appreciative, Emphatic, Critical

Importance of Listening Skill in Language Development

Importance of Listening in Effective Communication

Hearing vs Listening

Listening Process Steps

Bottom up vs Top down approach

Extensive vs Intensive Listening

Unit 5: Strategies for Developing Skills

Strategies for fluency improvement

Instructional strategies for vocabulary

Use of Technology for Improving Language Skills

Suggested textbooks

M. S. Burns, P. Griffin, and C. E. Snow, Starting out Right: a Guide to Promoting Children's Reading Success (Washington DC: National Research Council, 1999 Available at:

http://www.nap.edu/catalog.php?record_id=6014.

Readings and online resources Readings

'Learning to Read and Write: Developmentally Appropriate Practices for Young Children'

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

'Where We Stand: On Learning to Reading and Write'

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

Course Title: ICT in Education

Course Code:242

Credit Hrs.03

Course Description

The principal role of instructional technology is to help improve the overall efficiency of the teaching learning process. Introduction to instructional technology and its foundations includes, audio visual



aids, computer systems, networks, and multimedia and digital technology in educational and cooperate training environment.

Course Outcomes

The course will enable learners to;

Understand the meaning, concept and importance of instructional technology in education process

Know the meaning of learning and appreciate what is effective for teaching and learning by using latest instructional technology

Select, arrange and use appropriate methods/strategies and material for effective use of technology

Develop indigenous materials as instructional aids

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Educational Technology
01	Educational Technology: Concept & Objectives Forms of Educational Technology
02	Multisensory Instruction Challenges for Educational Technology
	UNIT 2: Communication & Classroom Interaction
03	Communication: Concept Elements Process & Types of Communication
04	Barriers & Facilitators of communication 2.3: Communicative skills of English – Listening, Speaking, Reading & Writing 2.4: Flanders Interaction Analysis Category System (FIACS)
	UNIT 3: Fundamentals of Computers
05	Characteristics, Types & Applications of Computers
06	Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types
07	Computer Memory: Concept & Types Viruses & its Management
	UNIT 4: Computer Networks & Internet
08	Concept, Types & Functions of Computer Networks
09	Internet and its Applications Web Browsers & Search Engines
	UNIT 5: MS Office Applications
10	MS Word: Main Features & its Uses in School Programme MS Excel: Main Features & its Applications in School Programme MS Access: Creating a Database, Creating a Table, Queries, Forms &
11	MS Power Point: Preparation of Slides with Multimedia Effects



	MS Publisher: Newsletter & Brochure
	UNIT 6: ICT in Education
12	Concept & Importance of ICT Need of ICT in Education
13	Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration Challenges in Integrating ICT in School Education
	UNIT 7: Instructional Strategies & Models
14	Programmed Instruction Computer Assisted Instruction
	UNIT: 8 ICT Integration in Teaching Learning Process
15	Approaches to Integrating ICT in Teaching Learning Process Project Based Learning (PBL) Co-Operative Learning Collaborative Learning
	UNIT:9 E-Learning & Web Based Learning
16	E-Learning Web Based Learning Virtual Classroom

References:

1. Agarwal J.P. (2013): Modern Educational Technology. Black Prints, Delhi.
2. Barton,R.(2004).Teaching Secondary Science with ICT. McGraw Hill International
3. Bhaskar Rao (2013): Samachara Prasara Sankethika vidya Shastramu, Masterminds, Guntur.
4. Cambridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
5. Costantino, P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professional teaching portfolio: a guide for success. Pearson
6. Denis, Kim, Sen and Morin (2000), Information Technology – The breaking Wave. Tata McGraw-Hill Publishing Company Limited, New Delhi.
7. Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
8. Intel Teach to the Future Pre-Service Binder – Version 2.0 .

Course Title: Educational Philosophy
Edu-243
CrHr:03

Course Description:

An education philosophy is a set of educational beliefs and core values of a person and/or organization. It focuses on the purpose and objectives of educational planning, programmes and processes when it comes to teaching and inspiring students to learn.

Learning Outcomes:

By the end of this course, future educators will be able to:

- Ability in critical thinking skills. ...



- Understanding of concepts of right, wrong, good and bad; understanding of moral principles and their application in everyday life. ...
- Ability to read and interpret philosophical texts
- Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential.

CONTENT OUTLINE

Week 1-7	Introduction to Philosophy
01	Meaning and nature of philosophy Philosophy in relation to Education, teaching and teaching styles
02	Branches of Philosophy Metaphysics, Epistemology and Axiology, and its educational implications
03	Concept and nature of philosophy of Education Role of philosophy of Education Significance and functions of philosophy of education
04	Major Educational Philosophies Perennialism Essentialism
05	Progressivism Reconstructionism Critical Theory
06	Theories of Learning Behaviorism Cognitivism
07	Constructivism Humanism
Week 8-11:	Eastern and Islamic Philosophies
08	Buddhism
09	Hinduism
10	Islamic
11	Western Philosophies Plato ii. Dewey
Week 12-16	Formal Schools of Philosophy and Educational Implications
12	Idealism Naturalism,
13	Pragmatism with reference to: Aims of education, curriculum, methods of teaching, role of teacher, discipline
14	Relation between Philosophy & Education
15	Dependence of education on philosophy
16	Dependence of philosophy on education



Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE

COURSE DESCRIPTION

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. Finally, the course prepares students for taking the next course in the sequence, 'Expository Writing II: Cross-cultural Communication and Translation Skills'.

COURSE OBJECTIVES

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

1. Analyze basic communication skills and use them effectively in oral and written English
2. Develop skills as reflective and self-directed learners
3. Critically evaluate and review various types of texts and summarize them
4. Develop analytical and problem-solving skills to address various community-specific challenges
5. Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc.

LEARNING OUTCOMES

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

1. Write, edit and proofread a short essay in English language
2. Present ideas to the whole class in team presentations using English that is comprehensible and engaging.
3. Critically analyze a text written in English using SQW3R strategies
4. Conduct small-scale research about their communities
5. Draft a letter to editor.

COURSE CONTENTS

Unit 1: Self Reflection

- Introduction to the basics of the writing process
- Introduction to the steps of essay writing
- Students practice prewriting activities like brainstorming, listing, clustering and freewriting
- Students practice outlining of the essay

Unit 2: Personalized Learning

- Students reflect on their learning process
- Group discussion about learning styles based on the reading material provided to students
- Introduction to personalized learning
- Students practice goal setting
- And create a learning plan
- Introduction to the structure and significance of oral presentations
- Class discussion about content selection and slide preparation for oral presentations
- Peer review through a gallery walk

Unit 3: Critical Reading Skills



- Introduce authentic reading (DAWN newspaper and non-specialist academic books/texts)
- Conduct classroom reading activities (using strategies skimming, scanning, SQW3R, previewing, annotating, detailed reading and note-taking) using standard tests (TOEFL and IELTS) Assign books/articles/reports for their individual home assignments.
- Share model review reports and annotated bibliographies

Unit 4: Community Engagement

- Showing short documentaries to students on global environmental issues
- Student-led brainstorming on local versus global issues
- Teacher-led introduction to the unit assignment (using assignment sheet)
- Readings (or other input sources - video, social media) from local news on possible community issues, letters to editor and op-eds
- Identify research problems
- Begin drafting research questions based on the problems identified
- Facilitating students on developing research questions in groups
- Draft interview or survey questions for community research (in English or L1)
- In-class role-plays of interviews with community members
- Engaging students in critical reading and reflection on the issues found in different communities
- In-class work on understanding interview information, how to present interview or survey information
- Refining the research questions, designing a detailed research plan in groups, dividing the tasks and deciding the timeline for the completion of the project
- Exposure to interview questions and interviewing techniques to develop an in-depth understanding of the issues
- Continued group work on report outline
- In-class lecture and group work on analyzing information
- Discussion based on translating the data from the source language to the target language (English)
- Sharing the experience of field work in class orally
- Teacher feedback on outline of report (globally to entire class and individually to groups as needed)
- Revisions to oral report in groups Engaging students in individual structured reflective writing based on their experience of working on the project
- Sharing their reflective writing to learn about each other's points of view
- Think-pair-share the findings (group similar issues)
- Individual writing of reflection on the community engagement project and their role in the group
- Brainstorm using creativity for dissemination - cartoons, advertisements for university magazine or beyond, creating posts for FB
- Summarizing/ converting the report to a letter to the editor to highlight the problems explored and their possible solutions (homework - connecting activity for week 11 - Unit 5)

Unit 5: Letter to the Editor

- Teacher-directed instruction on genres (types) of writing focusing on letter-writing
- Model-practice-reflect: Introduce types of letters comparing the use of formal and informal vocabulary and phrases in each type
- Introduce the format and purpose of the letter-to-editor explaining with the help of an actual letter from a local newspaper
- Group reading of sample letters-to-editor selecting ones that deal with issues familiar to the students



- Invite a guest lecturer (local newspaper editor or faculty from journalism) to talk about what issues are currently raised in letters-to-editors and what are editors' criteria to accept letters for publication
- Work in groups to continue reviewing letter samples, analyzing the structure of letters
- Each group identifies an issue they want to write about and give a brief oral presentation to the class
- Submit the first draft of letters (to the teacher and peer-review group)
- In-class peer review of drafts using a checklist focusing on content and structure DUE:
- First draft of letter (to teacher and peer review group)
- Groups revise first draft of letter
- Differentiate among revision, proofreading and evaluation (as sub stages of finalizing documents)
- Discuss critically the draft-letter and implement the 'revision' phase of writing Reading of (DAWN) newspaper and sharing important letters (to editors) on local issues
- Groups revise second draft of letter Explicit instruction (paragraph structure, syntax, diction, grammar, and mechanics)
- Classroom discussion/debrief of activity Discuss critically and finalize the draft-letter as the last phase of writing

Teacher Manual & Suggested Reading

[Expository Writing Course Outline - Sept 2021 - HEC.pdf](#)

[Detailed Courses - Expository Writing - Sept 2021 - HEC.pdf](#)

[Expository Writing Teachers Manual - Sept 2021 - HEC.pdf.](#)

Tools for Quantitative Reasoning

Edu-245

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE

COURSE INTRODUCTION

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

COURSE OBJECTIVES

- Students will be introduced to the above listed concepts, and they will be prepared to apply these concepts to practical life scenarios.
- This course will enhance their ability to deal with scenarios involving quantitative reasoning skills in a logical manner which they can face in their practical lives.
- It will prepare students to deal with different forms of data occurring in professional, social and natural sciences.
- Students will be introduced to scenarios involving functions and probability in different disciplines.



- This course will prepare the students to apply the quantitative reasoning skills in other disciplines.
- This course will provide solid foundation for students to use the quantitative reasoning skills in solving practical life problems.

STUDENTS LEARNING OUT COMES

After completing this course successfully, students will be able to:

- strengthen their quantitative reasoning skills and apply to daily life problems.
- draw the inferences from the data given in numeric, graphs, tables and functions
- strengthen their quantitative reasoning skills while making decisions.
- apply the concepts of functions in social and economic issues and formulate and solve the problems.
- understand the principal concepts of probability and its applications.
- demonstrate the application of the learned principles of quantitative reasoning skills in different professional activities, social and natural sciences.

WEEKLY BREAKDOWN

MODULE-1 Exploring Graphical Information (3 WEEKS)

TOPICS

1. Investigating relationships between variables.
2. Exploring tools to find relationship between variables, Resources, and population growth: dealing with economic, environmental, and social issues.

MODULE-2 Building blocks of a plane (1.5 WEEKS)

TOPICS

1. Graphical and analytical approaches to solve a problem.
2. Applications of graphical & analytical approaches to solve social & economic problems.

MODULE-3 Exploring inequalities (1.85 WEEKS)

TOPICS

1. Understanding inequalities around us
2. Dealing with practical problems involving inequalities in different disciplines

MODULE-4 Comparing quantities (1.5 WEEKS)

TOPICS

1. Golden ratio in sculptures
2. Comparison of statements and their use in social and economic problems,
3. Sequence

MODULE-5 Thinking Logically (2WEEKS)

TOPICS

1. Survival in the modern World,
2. Propositions and truth values,
3. Categorical proposition, and its applications

MODULE-6 Understanding Data (4.15 WEEKS)

TOPICS

1. Methods to explore and summarize data, drawing graphs and identifying misleading graphs,
2. Methods to discuss the basic characteristics of any datasets, like finding a most representative value in a data, and methods to measure the amount of spread of a data,



3. Methods to measure degree of relationship among variables, finally this module includes methods to Count the odds.

TEACHER MANUAL

Quantitative Reasoning Courses\Quantitative Reasoning Teacher Manual - Sept 2021 - HEC.pdf

RECOMMENDED RESOURCES

1. Using and understanding mathematics, 6th edition by Jeffrey Bennet and William Briggs, published by Pearson USA.
2. Mathematical thinking and reasoning 2008 by Aufmann, Lockwood, Nation & Clegg published by Houghton Mifflin company USA.
3. Pre-calculus by Robert Blitzer 5th edition published by Pearson USA.
4. Pre-calculus Graphical, Numerical, Algebraic 8th edition by Franklin D. Demana, Bert K. Waits, Gregory D. Foley & Daniel Kennedy published by Addison Wesley USA.
5. Pre-calculus Mathematics for Calculus, 6th edition by James Stewart, Lothar Redlin and Saleem Watson published by Brooks/Cole Cengage Learning USA.
6. https://www.ets.org/s/gre/pdf/gre_math_review.pdf.

Entrepreneurship

Edu-246

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE

Course Description

This course is designed for the students to understand the Starting & operating a new business which involve considerable risk & effort to ointroduction to vercome the inertia against something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development & survival and enjoys the corresponding rewards. At the end the students will be able to develop business plan to start and initiate their own ventures.

Chapter-01

Introduction

- Entrepreneurship and the Entrepreneurial Mind-Set
- Entrepreneurial Intentions and Corporate Entrepreneurship
- Entrepreneurial Strategy: Generating and Exploiting New Entries

Chapter-02

From Idea to Opportunity

- Creativity and the Business Idea
- Identifying and Analyzing Domestic and International Opportunities
- Intellectual Property and Other Legal Issues for the Entrepreneur

Chapter-03

From the Opportunity to the Business Plan

- The Business Plan: (Creating and Starting the Venture)
- The Marketing Plan
- The Organizational Plan
- The Financial Plan

Chapter-04



From the Business Plan to Funding the Venture

- Sources of Capital
- Informal Risk Capital, Venture Capital, and Going Public
- Strategies for Growth and Managing the Implication of Growth
- Accessing Resources for Growth from External Sources
- Succession Planning and Strategies for Harvesting and Ending the Venture

Suggested Readings

Entrepreneurship by Robert D. Hisrich 10th edition McGraw Hill publications

Entrepreneurship by Donald F. Kuratko and Richard M. Hodgetts.

Teaching Practicum

Edu-247.



SEMESTER-V	Course Title	Domain	CrHr
EDU -351	Introduction to Human Resource Management	AC	3(3-0)
EDU -352	Teaching of Urdu	Major	3(3-0)
EDU -353	School, Community and Teacher	Major	3(2-1)
EDU -354	Teaching of English	Major	3(3-0)
EDU -355	Curriculum Development	Major	3(3-0)
EDU -356	Educational Psychology	Major	3(3-0)
Total	06		18 (17+1)

Course Title: Introduction to Human Resource Management

EDU -351

CrHr: 3

Course Description

This course is designed to introduce students to the fundamental concepts and practices of Human Resource Management (HRM). It provides an understanding of HRM's role in organizations and its importance in managing people effectively. The course covers various HR functions, including recruitment, selection, training, compensation, and employee relations.

Learning Outcomes

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

1. Define Human Resource Management and explain its significance.
2. Describe the key functions and responsibilities of HR professionals.
3. Understand the recruitment and selection process.
4. Identify best practices in training and development.
5. Explain compensation and benefits management.
6. Analyze employee relations and workplace policies.
7. Apply HRM concepts to real-world organizational scenarios.

Course Outline:

Week 1-4: Introduction to HRM and Its Functions

1. Week 1:
 - Course Introduction and Overview
 - Evolution and Importance of HRM
 - HRM's Role in Organizational Success
2. Week 2:
 - Key Functions of HRM
 - HRM vs. Personnel Management
 - HRM's Impact on Organizational Culture
3. Week 3:
 - HR Planning and Strategy
 - Job Analysis and Design
 - Workforce Diversity and Inclusion
4. Week 4:
 - Midterm Review and Assessment
 - HRM in Small vs. Large Organizations



- HRM Challenges and Ethical Considerations

Week 5-8:

- Recruitment and Selection

5. Week 5:

- Recruitment Process and Methods
- Job Advertisements and Job Descriptions
- Internal vs. External Recruitment

6. Week 6:

- Selection Criteria and Assessment Methods
- Interviews and Assessment Centers
- Legal and Ethical Aspects of Recruitment

7. Week 7:

- Onboarding and Orientation
- Employee Retention Strategies
- Recruitment Trends and Technology

8. Week 8:

- Talent Acquisition Metrics and Evaluation
- Case Studies: Effective Recruitment Practices
- Recruitment Simulation Exercise

Week 9-12: Training and Development

9. Week 9:

- Training Needs Analysis
- Types of Training Programs
- Training Delivery Methods

10. Week 10:

- Employee Development and Career Planning
- Assessing Training Effectiveness
- Diversity and Inclusion Training

11. Week 11:

- Leadership Development
- E-Learning and Online Training
- Training Budgets and ROI

12. Week 12:

- Midterm Review and Assessment
- Case Studies: Successful Training Programs
- Training Workshop Design

Week 13-16:

- **Compensation,**
- **Benefits,**
- **and Employee Relations**

13. Week 13:

- Compensation Structures and Strategies
- Pay Equity and Fair Compensation
- Benefits Administration

14. Week 14:



- Performance Appraisal and Feedback
- Employee Engagement and Motivation
- Conflict Resolution and Mediation

15. Week 15:

- Workplace Policies and Legal Compliance
- Employee Rights and Privacy
- HRM in a Global Context

16. Week 16:

- Final Project: HRM Case Study
- Students will analyze and present a real-world HRM case, applying the knowledge and skills gained throughout the course.

Recommended Books:

1. "Human Resource Management" by Gary Dessler
2. "Human Resource Management: Gaining a Competitive Advantage" by Raymond Noe, John Hollenbeck, Barry Gerhart, and Patrick Wright
3. "Managing Human Resources" by Luis R. Gomez-Mejia, David B. Balkin, and Robert L. Cardy
4. "Human Resource Management: Theory and Practice" by John Bratton and Jeffrey Gold
5. "Strategic Human Resource Management" by Jeffrey A. Mello
6. "Employee Training & Development" by Raymond Noe
7. "Compensation" by George T. Milkovich and Jerry M. Newman
8. "Employee Benefits" by Joseph J. Martocchio

Teaching of Urdu

EDU -352

CrHrs: 03

School, Community and Teacher

EDU -353

CrHrs: (02+1)

Course Description

This course is designed to provide an opportunity to develop awareness about linkage among school, community and teacher for effective education program. Through this course the student have an exploration of interaction between teaching and learning within school and community. The course emphasized that how to experience the social contact with the community, and how to mobilize community for the development of the school. The course include a wider issue include culture, gender, special needs, equity and equality and collaborative working condition within the school and community. This course will provide an orientation for the process of socialization and social development. It's also emphasizing on social factors which may affect education. This course have not only a theoretical perspective, it has some practical aspects as well like community work, health promotion activities, and promotion of healthy environment.

Learning Objectives/Learning Outcomes:

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

Understand the relationship between society, community and culture

Identify social interaction, its types and forms



Explain The role of school and teachers in developing social interaction for peace, hormone and tolerance in Pakistan

Define social Institutions

Analyze the relationship of family, religious, economic, and educational institutions

Define group and group dynamics

Elaborate types of social groups

Explain the role of teacher in molding individual and group behavior

Define and understand socialization, its types

Analyze the agencies of socialization

Explain stages of social development

Discuss the role of school and teacher i socialization

Course Outline

Unit 01 Society, Community and Culture

Definition, Structure and functions

meaning and definition of Cultural diversity

Culture and Cultural elements of Pakistani community.

Role of education in strengthening Pakistani community.

Unit 02: Social Interaction in School and Communities

Meaning and Definition of Social interaction

Types of social interaction

Exchange

Competition

Conflict

Cooperation

Accommodation

Forms of social interaction

The role of school and teachers in developing social interaction for peace, hormone and tolerance in Pakistan

Unit 03 Social Institutions Definition
of social institutions

Types of social institutions

The family

Economic institutions

Religious institutions

Educational institutions

Unit 04 Group and Group Dynamics

Meaning of group

Group dynamics

Types of social groups



Individual behavior and group behavior

Role of school and teacher in molding individual and group behavior

Unit 05 Socialization

Meaning and aims of socialization

Agencies of socialization

Theory of social development

Stages of social development

Role of school in socialization

Teachers as role model through participation in community health activities

REFERENCES

Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Lahore: Urdu Bazar.

Hafeezshbiha, Pakistani Society Volti, R. (2002) Society and Technological changes (6th Edition.)
Worth Publisher

Mehnaz Aziz, School and family partnership, (2007), Children's Global Network , Pakistan

Pandia, P. K. Role of education in peace, harmony and development in democratic
system. International Journal of Transformation in English & Education Vol. 2, Issue 2 – 2017

Teaching of English

EDU -354

CrHrs: 03

Course Description

This three-credit course has been designed to enable Student Teachers to teach English using an interactive, communicative approach to children aged 6 to 13. It will be taught over 16 weeks with three face-to-face sessions per week, making a total of 48 sessions. The course aims to be comprehensive in its coverage and depth so that, upon its completion, Student Teachers will have gained both a theoretical understanding of the basic principles of second-language acquisition and the practical knowledge of how to apply these principles effectively in the language classroom. The course focuses on ways to teach young learners the four language skills—listening, reading, speaking, and writing—to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centred manner, Student Teachers will gain an understanding of how grammar lessons and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, they will learn how to design and develop their own teaching materials and activities and how to assess and test their students' language proficiency and progress.

Course Outcomes

Upon completing the course, Student Teachers will be able to:

- explain in basic terms how second languages are acquired and demonstrate a working knowledge of the grammar-translation method, the audio-lingualism method, the natural approach, and communicative language teaching1



- teach listening, reading, speaking, and writing skills to young learners using an interactive, communicative approach
- design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence
- assess their students' language performance and progress using their own self-designed assessment procedures
- help learners develop basic grammatical competence and vocabulary in English using a learner-centred, communicative teaching approach
- explain differences between teaching and testing when they are designing their own classroom materials and activities.

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Introduction to second-language acquisition
01	Introduction to Teaching English <ul style="list-style-type: none">• Introduction to Unit 1 and initial activity exploring Student Teachers' views of how languages are learned• What do people need to know to speak a second language well?• Four influential ESL approaches• The grammar-translation method and its limitations• Behaviourism and the audio-lingual method• The natural approach
02	The interactionist approach <ul style="list-style-type: none">• Practical teaching activities using the interactionist approach• Criticism of the interactionist approach• Quiz reviewing the four approaches to second-language acquisition• Implications of the post-method era• Factors affecting second-language learning: investigating learner differences and learning styles• What is communicative language teaching?
	UNIT 2: Receptive skills, listening and reading
03	What are listening skills? <ul style="list-style-type: none">• Listening as a skill: some listening theories• How do children learn to listen?• Suggestions for classroom listening• What does real-life listening involve?• Extensive and intensive listening
04	Techniques and activities for teaching listening skills communicatively in the classroom <ul style="list-style-type: none">• Pre-listening, while-listening, and post-listening activities• Designing effective listening materials and activities for the language classroom• Practical micro-teaching of listening skills in the classroom
05	What is reading? <ul style="list-style-type: none">• What is the purpose of reading inside and outside the classroom?• The power of reading • Reading comprehension skills• Some suggestions for reading activities



	<ul style="list-style-type: none">• Factors affecting learning to read in a second language• The role of the teacher in extensive and intensive reading
06	Techniques and activities for teaching reading communicatively <ul style="list-style-type: none">• Pre-reading, while-reading, and post-reading activities• Designing and developing effective reading activities for the language classroom• Practical micro-teaching of reading skills in the classroom
	UNIT 3: Productive skills, speaking and writing
07	What are speaking skills? <ul style="list-style-type: none">• Helping learners to improve their pronunciation through the use of simple exercises and tasks<ul style="list-style-type: none">• How to introduce learners to the sound system of English through drills• Ways of helping learners to improve their pronunciation through practical classroom exercises (such as jazz chants, songs, and rhymes)• Teaching basic communication strategies: relating functions to appropriate language forms
08	Experiencing, designing, and evaluating speaking activities for the communicative language classroom ; Using songs to encourage speaking ; Asking and answering simple questions ; Shipwrecked!: a discussion game <ul style="list-style-type: none">• Experiencing, designing, and evaluating speaking activities for the communicative language classroom ; Using pictures in a speaking exercise ; Using a story for acting and developing speaking
09	Key concepts in teaching second-language writing: controlled writing, guided writing, genre-based writing, the product approach, and the process approach <ul style="list-style-type: none">• Types of writing tasks that have been used effectively in communicative language teaching• Practical, communicative, language-teaching writing activities, such as describing a view, writing about a personal experience, and writing a dialogue between two friends
10	How to help learners by helping them establish language scaffolding <ul style="list-style-type: none">• Giving useful feedback to learners on their writing• Designing writing materials and activities for the language classroom• Practice-teaching of writing skills by groups in the classroom
	UNIT 4: Teaching grammar communicatively
09	A school as a social, cultural, and community institution <ul style="list-style-type: none">• Effects of a school on communities• Effects of communities on a school
10	School as a hub for community services A critical analysis of the effective role of schools and teachers in Pakistani communities Review of Unit 4
	UNIT 5: Social institutions
11	Review of basic concepts in grammar: tense; subject-verb agreement; formation of interrogative and negative verb forms; subject-verb-object (SVO) word order; and simple, compound, and complex sentences <ul style="list-style-type: none">• Student Teachers work through practical exercises and activities to ensure they have a clear understanding of the appropriate grammatical forms for the grammatical considerations outlined above, and the Instructor gives the Student Teachers some tips on how to edit their work to avoid errors
12	What is a communicative approach to teaching grammar? <ul style="list-style-type: none">• Teaching techniques and activities to support communicative grammar learning



	<ul style="list-style-type: none">• Designing and evaluating communicative grammar materials for the language classroom• Student Teachers prepare their own activities for teaching grammar• Student Teachers micro-teach in groups the activities they have prepared and evaluate the class's performance in completing these activities
	UNIT 6: Teaching vocabulary effectively
13	<p>Function words versus lexical words</p> <ul style="list-style-type: none">• High-frequency words versus low-frequency words• Discussion of which English words young learners will need to know how to speak and write at a basic level: how should these items be presented to the learners?• Student Teachers search the web to choose 50 words they would like to teach their students, and the class discusses 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?
14	<p>Practical activities for teaching and reviewing vocabulary</p> <ul style="list-style-type: none">• Evaluating vocabulary activities• Student Teachers prepare 15-minute vocabulary teaching activities in groups• Student Teachers practice-teach in groups the activities prepared in the previous session

Curriculum Development

EDU -355

CrHrs: 03

Course Description

Curriculum development is intended to orient Student Teachers to the principles, processes, and procedures of curriculum design and development. Student Teachers will be informed about the objectives, selection of content, its scope and outcomes, teaching strategies, and design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Student Teachers will learn about traditional and progressive notions of curriculum monitoring, assessment, and evaluation as well as how these notions influence curriculum improvement efforts. This course gives Student Teachers the opportunity to develop an in-depth understanding of the central idea of curriculum. Furthermore, it will enable Student Teachers to plan and develop curricula to meet the needs of their students.

Course Outcomes

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

- understand the concept of curriculum
- differentiate between different types of curricula
- gain awareness of curriculum design and development
- analyse the components of the curriculum development process
- state the critical issues, problems, and trends in curriculum thinking



- recognise the role of the teacher as a curriculum planner and developer to meet the challenges and demands of the 21st century
- apply the skills and knowledge to translate intended curriculum into practice.

CONTENT OUTLINE

Week	Topic/Theme
	Unit 01: Introduction to Curriculum
01	The definition of Curriculum Various forms of Curriculum
02	Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum. Learning experiences and assessment of students learning
	Unit 02: Foundations of Curriculum
03	Philosophical Psychological
04	Sociological Historical
	Unit 03: Curriculum: Aims, Goals and Objectives
05	Distinction between aims, goals & objectives Taxonomies of educational objectives
07	Solo Taxonomy of educational objectives
	Unit 04: Models of Curriculum
08	Tyler Model Wheeler Model
09	Dynamic Model Skel Beck Model
	Unit 05: Designs of Curriculum
10	Subject-based Activity-based
11	Critical analysis of the role of social institutions in Pakistani schools Review of Unit 5
	Unit 06: Process of Curriculum Development in Pakistan
12	Curriculum development at elementary and secondary level
13	Role of teacher in curriculum development process at various levels
	Unit 07: Curriculum Change
14	The process and strategies of curriculum change
15	Various issues in Curriculum change Curriculum change in Pakistan
16	Forms of curriculum evaluation (formative and summative), Review Previous Units

Reference Material:



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

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

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

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

Educational Psychology

EDU -356

CrHrs: 03

Course Description

This course is an introduction to educational psychology that covers the basic concepts, theories, and principles of human development, learning, motivation, individual differences, intelligence, and assessment. Additionally, it relates how these concepts are applied to classroom teaching. In an educational setting, it is essential for teachers to know about human development and how students learn. Students learn according to their own pace and ability, so concepts about individual differences and different types of learners are also covered.

Course Outcomes

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

- describe different schools of thought and differentiate between psychology and educational psychology
- define learning and explain different theories of learning and their application in the classroom
- categorize individual differences based on physical, intellectual, emotional, and socio-cultural differences.
- analyse the concept and theories of motivation
- analyse the impact of educational psychology on the processes of teaching and learning

CONTENT OUTLINE

Week	Topic/Theme
	Unit: Basics of educational psychology
01	differentiate between psychology and educational psychology Schools of thoughts Structuralism
02	Functionalism Behaviorism Implication of each for on teaching and learning Nature and function of educational Psychology
	Unit 2: Learning process



03	Definition of learning learning theories
04	Critique and justify which theories are best suited for students' individual differences
	Unit 3: Individual differences
06	Concept of Individual differences individual differences in approaches to learning teaching methods that impact individual learning
	Unit 4 Information Processing What is Memory Parts of memory
08	What is Forgetting Methods to improve memory
	Unit 5 Intelligence
09	Concept of intelligence Theories of intelligence
10	Individual difference Intelligence Testing
	UNIT 6: Motivation
11	Needs and drives Basic and acquired motives
12	How is a child motivated? Techniques of motivation
13	Classification of human motives: Maslow's need theory Psychoanalytic theory Kohn's motivational theory
	UNIT 7: Measurement and evaluation in educational Psychology
14	Test Characteristics of Test
15	Reliability Validity
16	Items Analysis

Reference Material:

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

Santrock, John W., (2001) Educational Psychology, USA. Mc-Graw-

Hill Anita Woolfolk; Educational Psychology, USA.

SEMESTER-VI	Course Title	Domain	CrHr
EDU -361	Teaching of Mathematics	Major	3(3-0)
EDU -362	Teaching of Social Studies	Major	3(3-0)
EDU -363	Comparative Education	Major	3(3-0)
EDU -364	Introduction to Guidance and Counselling	Major	3(3-0)



EDU -365	Contemporary Trends and Issues in Education	Major	3(3-0)
EDU -366	Inclusive Education	Major	3(3-0)
Total	06		18 (18+0)

TEACHING OF MATHEMATICS

EDU -361

Credit Hrs.03

Course Description

This course will equip Student Teachers with the knowledge and skills to teach math in elementary grades. They will become familiar with the mathematics content in Pakistan's National Curriculum and expected student learning outcomes. Student Teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math.

Course Outcomes

Student Teachers will be able to:

- demonstrate a deep understanding of key mathematical concepts in Pakistan's National Curriculum for mathematics in elementary grades
- identify and assess areas of youngsters' understanding and misconceptions to inform their teaching practices
- begin using the pedagogical skills and competencies required to teach mathematics in elementary grades
- describe the nature, history, and development of mathematics education in Pakistan and internationally.

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Introduction
01	Nature of Mathematics. Place of Mathematics in secondary school curriculum. Educational value of Mathematics
02	Use of mathematics in everyday life. Mathematics and other subjects)
03	Use of Math in different vocations.
	UNIT 2: Methods of Teaching Mathematics
03	Inductive Method. Deductive Method
04	Analytic method Synthetic Method.
05	Heuristic Method
06	Project Method. Problem Solving Method
	UNIT 3: Techniques of Teaching Mathematics
07	Oral work, written work, assigned work. Discussions/ Group work.
08	Drill and practice.



	Forms of classrooms organization (whole class, small group, individual work)
	UNIT 4: Teaching Aids and Mathematics Laboratory
09	Importance of teaching aids in mathematics teaching
10	Some important modern teaching aids for Mathematics Mathematics laboratory in school
	UNIT 5: Measuring Achievements in Mathematics
11-12	Preparation of different type of tests in mathematics. Using tests for diagnostic purpose Interpreting test results.
	UNIT 6: Planning Mathematics Learning
13	Importance of planning in teaching. Planning for the full course
14	Importance of lesson plans Qualities of good lesson plan.
15	Development of model lesson plans.
16	Review of Unit

TEACHING OF SOCIAL

EDU -362

Credit Hrs.03

Course Description

This course will help you, as a Student Teacher, to reflect on the purpose of teaching social studies and to shape your approach to teaching the subject. It will prepare you to teach the knowledge, skills, values, and attitudes essential for democratic citizenship. As a social studies teacher, you will have the opportunity to encourage informed and responsible civic action. Social studies teachers have an added responsibility to help children understand their world. Moreover, your task becomes more challenging given the dynamic nature of society and the subject matter, the nature and needs of learners, and the wide variety of learning contexts in Pakistan. Social studies is comprised of several disciplines such as history, geography, political science, and economics. You will examine recurring social issues including controversies, specifically current and persistent local, national, and global issues. You will also become familiar with using a range of skills drawn from the social studies disciplines, including information gathering and processing, map reading, critical thinking, and interpersonal, communication, and presentation skills. These skills will help you promote children's growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. You will further develop your instructional and assessment repertoire and assessment practices.

Course Outcomes

Student Teachers will be able to:

- Understand the nature, methods, key concepts, and skills in the social studies disciplines (e.g. history, geography, political science, civics, anthropology, sociology, 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 the classroom.
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases. • Encourage and promote inquiry and a constructive critical approach in teaching practice.

CONTENT OUTLINE

Week	Topic/Theme
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UNIT 1: Why teach social studies?	
01	Introduction to the course <ul style="list-style-type: none">• What are the social studies?• Key concepts of citizenship education• Controversial issues in social studies teaching
02	Towards creating a better world <ul style="list-style-type: none">• Why and how to teach controversial issues• Links with social studies subjects• Citizenship rights
03	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
04	Human rights in education <ul style="list-style-type: none">• Children's rights and the right to education• Teaching human rights through the social studies curriculum• Universality and indivisibility: are human rights universal?
UNIT 2: History: people, past events, and societies	
05	Definition, rationale, and methods of history <ul style="list-style-type: none">• What is history?• Change and continuity
06	Cause and effect <ul style="list-style-type: none">• Multiple causations• Multiple perspectives and the interpretation of history• Reflection and review
UNIT 3: Geography: people, places, and environment	
07	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, and regions skills required for teaching and learning geography
08	Global warming: exploring the issue <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
UNIT 4: Culture and diversity	
09	Rationale for the study of culture <ul style="list-style-type: none">• The dynamic nature of culture• Groups and institutions
10	Society and socialization <ul style="list-style-type: none">• Civilization• Cultural adaptation
11	Assimilation and acculturation <ul style="list-style-type: none">• Diffusion and dissonance• Multiculturalism and its implications• Reflection and review
12	Interdependence <ul style="list-style-type: none">• Peace and sustainability• Understanding peace and conflict
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
	UNIT 5: Power, authority, and governance
14	Power, authority, and governance <ul style="list-style-type: none"> • Institutions of government, political processes, and participation • Civil society: individuals, groups, and institutions • Reflection and review
	UNIT 6: Critical analysis of the role of social institutions in Pakistani schools
15	Definition of economics and the rationale for teaching and learning it <ul style="list-style-type: none"> • Conflict between wants and resources, choice, and scarcity • Opportunity cost
16	Economic Systems <ul style="list-style-type: none"> • Production and distribution of wealth • Supply and demand • Reflection and review

I. Davies, 100 Ideas for Teaching Citizenship (London: Continuum, 2004).

B. L. Dean and R. Joldoshalieva, 'Key Strategies for Teachers New to Controversial Issues', in H. Claire and C. Holden (eds.), The Challenge of Teaching Controversial Issues (London: Trentham Books, 2007).

COMPARATIVE EDUCATION

EDU -363

Credit Hrs.03

Course Description

The Comparative Education course is divided into five units. The course provides an overview of methods, major concepts, and current trends in the field. Notions of comparative education will be introduced in Unit 1, focusing on purposes, methods, and approaches. Further, the scope of comparative education will be discussed, together with determinants of a national education system, in Unit 2. The remaining units cover topics such as a comparative view of education in Pakistan and comparative education in selected developing as well as developed countries

Course Outcomes

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

- explain comparative education
- identify educational comparative approaches and methods
- identify the similarities and differences, as well as the strengths and weaknesses, of education systems within Pakistan
- compare and contrast the educational systems of selected countries
- draw lessons from various systems of education for an informed practice

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Introduction to comparative education
01	The purposes of comparative education The uses of comparative education What is comparative education?
02	Comparability as a historical journey Approaches to comparative education



03	Approaches to comparative education Methods of comparative education
	UNIT 2: The scope of comparative education and the determinants of a national education system
04	The scope of comparative education Different disciplines from which comparative education draws ideas The importance of the sociology and philosophy of education to comparative education
05	Factors determining a country's education system The role of key factors in determining education (religion, finances, and political and global trends) The role of teachers in appreciating and being critical reviewers of the factors that determine education systems
	UNIT 3: Comparative view of systems of education in Pakistan
06	Three pathways to education Public and private education systems
07	Madrassah and formal education Formal, distance, and non-formal education
08	Project presentation
	UNIT 4: Comparative education in developed countries
09	Education theories and practices in the United States Historical reforms that have guided education in the United States
10	Education theories and practices in Japan Historical reforms that have guided education in Japan
11	Education theories and practices in Hong Kong Historical reforms that have guided education in Hong Kong
12	Education systems of the United States, Japan, Hong Kong, and Pakistan: • Similarities and differences • Lessons that can be learned and practices that can be adapted and adopted
	UNIT 5: Comparative education in developing countries
13	The education system and practices in Afghanistan Issues and challenges in the education sectors of Afghanistan and ways of addressing them
14	The education system and practices in India Issues and challenges in the education sectors of India and ways of addressing them
15	The education system and practices in Bangladesh Issues and challenges in the education sectors of Bangladesh and ways of addressing them
16	Education systems in Afghanistan, India, Bangladesh, and Pakistan: • Similarities and differences • Lessons that can be learned and practices that can be adapted or adopted in Pakistan Review and conclusion



Learning Objectives/Outcomes:

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

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

Unit 1. Introduction to Guidance and Counseling

Definition and difference between Guidance and Counseling

Needs and goals of Guidance

Importance of counseling

Discipline and Guidance techniques

Organizing Guidance and Counseling program in Educational Institution

Unit 2. Introduction to Counseling

Basic principles of counseling

Objectives of counseling

Characteristics and benefits of Counseling

Types of counseling

Individual counseling and Group work

Application of Group Counseling

Phases and Scope of counseling

Unit 3. Counseling Techniques

Individual inventory

Information

Counseling treatment

Assessment and Appraisal

Consultation, Prevention and Wellness

Referral and Follow-up

Unit 4. Services of Guidance

Definition, purpose and scope and characteristics of guidance service

Guidance Services

Information service

Types of information service

Occupational Services

Guidance activities



Personal social information guidance activities

Unit.5. Basic Guidance Services

- Individual Inventory Service
- Placement service
- Educational placement
- Vocational placement

Unit 6. Methods and procedures of Guidance

- Methods of obtaining and recording the information
- Observation, test and inventories
- Interviews and conferences
- Record (utilization in guidance work)
- By the counselor in counseling the individual
- By the teacher in guiding the pupil in the class
- By the parents in guiding children at home

Unit 7. Guidance services in Schools

- Pupils Cumulative record
- The child Guidance Clinic
- Types of children referred to a clinic
- How the clinic works?

Reference Material:

“Dynamic Educational Psychology” Dr Abdur Rauf. 4th edition 1976 feroz sons

“Essentials Of Educational Psychology”S.K.Mangal eastern economy edition

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

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

TITLE OF COURSE: CONTEMPORARY ISSUES AND TRENDS IN EDUCATION

Course Code: EDU-365

Credit Hrs: 03

Learning Objectives/Learning Outcomes:

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



Course Outline:

Unit 01: Education as a Complex Enterprise

Diversity of aims and approaches in education.
Variety of philosophical approaches to education.
Education in different periods and societies

Unit 02: Madrassah Education

Madrassah: origin, aims and objectives
Role of madrassah in 21st century
System of education in madrassah
Madrassah reforms in Pakistan

Unit 03: Universal Literacy

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

Unit 04: Gender Disparity

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

Unit 05: Population Education:

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

Unit 06: Environmental Awareness

Types of pollution
Causes of pollution
Environmental education

Unit 07: Privatization of Education

Government resources and multiple demands
Need of private sector education
Challenges of quality education

Unit 08: Information in Education

New concept of information explosion
Expanding learning resources
Information and communication technology (ICT) literacy
Technology in education

Reference Material:

AIOU (2006) Population Education Course MA EPM 584, Islamabad: AIOU.



Badran, M. (2005). The Gender of Islam, Al-Ahram: Cairo.

Haltak, J. (1990). Investing in the Future, Setting Educational Priorities in the Developing World, Paris, UNESCO. McGraw-Hill Kogakusha. Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.

Modhukar Indira (2003). Changing Demands of Technical and Vocational Education, Annual Publication New Delhi.

Inclusive Education

EDU-366

Credit Hrs.03

Course Description:

The purpose of this course is to develop foundational skills for setting up an inclusive program that meets the needs of students with disabilities in general education settings. The course will emphasize many of the behind-the-scenes strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient

Learning Objectives/Outcomes:

1. To discuss inclusion in terms of critical learning periods, teachable movements and regular classroom settings.
2. To discuss the challenges associated with implementing inclusive education programmes in their own community.
3. To describe the training strategies needed to run inclusive education programmes.

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Unit 01. Introduction
01	Definition and Concept of Inclusion Rationale for Inclusive Education The Ethical Issues The Socialization Issues
02	Developmental issues Supporting Inclusion Structuring Child-Child Interactions Planning Classroom Activities Professional Collaboration
03	Benefits for Children with Disabilities Benefits for Typically Developing Children Benefits for Families



	Benefits for Society Concerns and Challenges of Inclusion
	UNIT 2: Inclusion Strategy
04	Identity Classroom Environmental, Curricular, and Instructional Demands Note Student Learning Strengths and Needs Check for Potential Areas of Student Progress
05	Look for Potential Problem Areas Use Information Gathered to Brainstorm instructional Adaptations
06	Decide which adaptations to Implement Evaluate Student Progress
	UNIT 3: Inclusion Models
07	Methods to Enhance Inclusion of Students with Disabilities
08	Instructional Models Developmental model Functional model
09	Inclusive model Review Models
	UNIT 4: Adaptations Necessary for Inclusion
10	Student with Low-Incidence Disabilities Students with Moderate, Severe, or Multiple Disabilities Students with Sensory Impairments
11	Students with Physical or Health Disabilities Students with Autism
12	Students with High-Incidence Disabilities: Students with Communication Disorders Students with learning and Behavior Disabilities Other Students with Special Needs: Attention Deficit/Hyperactivity Disorder (ADHD).
	UNIT 5: Analyzing Instructional Environment
13	Perspective of developed countries Organization of Inclusive Classroom Group Formation for all Students for Instruction in Inclusive
14	Classroom Instructional Materials for Inclusive Classrooms Instructional Methods in Relation to Student Needs
	UNIT 6: Perspective of Pakistan of other developing countries
15	Local expertise and training available Establishment of inclusive schools in the country
16	Literature promotion of the concept Short term and long-term training provision
	UNIT 7: Leadership for Inclusive Education
16	Teacher leadership Parent/family partnerships



Recommended Books:

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

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

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

SEMESTER-VII	Course Title	Domain	CrHr
EDU -471	Educational Leadership and Management	Major	3(3-0)
EDU-472	Research Methods in Education	Major	3(3-0)
EDU-473	School Management	Major	3(3-0)
EDU-474	Test Development and Evaluation	Major	3(3-0)
EDU-475	Teaching Practicum	Major	3(0-6)
Total	06		18 (15+6)

Course Title: Educational Leadership and Management

EDU -471

CrHrs: 03

Course Description

This course is designed to provide future educators with the knowledge and skills necessary for effective educational planning and management. Participants will explore key principles, strategies, and tools related to curriculum development, assessment, budgeting, and organizational leadership. Emphasis will be placed on fostering effective decision-making, promoting accountability, and creating a conducive learning environment.

Learning Outcomes

By the end of this course, future educators will be able to:

1. Define educational planning and management in the context of teaching and learning.
2. Analyze the role of educational planning in curriculum development.
3. Develop and evaluate curriculum designs that align with educational goals.
4. Understand assessment and evaluation strategies to inform instructional planning.
5. Manage educational resources, including budgeting and staffing.
6. Apply principles of effective leadership and organizational management.



Foster a culture of continuous improvement and accountability in education

CONTENT OUTLINE

Week 1-4	Introduction to Educational Planning and Management
01	Course Introduction and Overview The Importance of Educational Planning and Management Historical Development and Trends in Education Management
02	Roles and Responsibilities of Educational Managers Educational Leadership Styles Ethical Considerations in Educational Management
03	Educational Planning Models and Frameworks The Relationship Between Planning and Learning Outcomes Aligning Educational Goals and Objectives
04	The Curriculum Development Process Curriculum Models and Approaches Curriculum Evaluation and Improvement
Week 5-8:	Assessment and Evaluation in Education
05	Assessment Methods and Tools Formative and Summative Assessment Using Assessment Data for Instructional Planning
06	Educational Testing and Measurement Ensuring Fairness and Equity in Assessment Assessment for Learning and Accountability
07	Educational Program Evaluation Evaluation Models and Approaches Data-Driven Decision-Making in Education
08	Midterm Review and Assessment Using Assessment Results to Improve Educational Practices Ethics and Integrity in Educational Assessment
Week 9-12	Resource Management in Education
09	Budgeting and Financial Management in Education Resource Allocation and Fiscal Responsibility Grant Writing and Fundraising in Education
10	Human Resource Management in Education Staff Recruitment, Development, and Retention Professional Development Programs
11	Facilities and Infrastructure Management Safety and Security in Educational Institutions Sustainable Resource Management
12	Strategic Planning in Education Data-Driven Decision-Making for Resource Allocation Addressing Challenges in Resource Management
Week 13-16	Educational Leadership and Organizational Development
13	Leadership Theories and Styles in Education Building Effective Teams Conflict Resolution and Mediation
14	Organizational Culture and Change Management



	Effective Communication in Educational Leadership Decision-Making in Complex Educational Environments
15	Creating a Culture of Accountability Leading for Equity and Inclusion Leading Through Crisis and Uncertainty
16	Capstone Project and Presentation Students will work on a capstone project that applies principles of educational planning and management to analyze and improve an educational scenario. They will present their findings and recommendations

Recommended Books:

1. "Educational Planning: Strategic, Tactical, and Operational" by Roger Kaufman and John M. Keller
2. "Educational Leadership and Management: Developing Insights and Skills" by Marianne Coleman and Derek Glover
3. "Curriculum Development: A Guide to Effective Practice" by Jon Wiles and Joseph C. Bondi
4. "Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education" by Trudy W. Banta and Catherine A. Palomba
5. "Resource Management for School Administrators: Optimizing Fiscal, Facility, and Human Resources" by Daniel R. Tomal and Craig A. Schilling
6. "The Principal as School Manager" by William L. Sharp and James K. Walter
7. "Educational Leadership and Planning for Technology" by Anthony G. Picciano and Joel Spring.

Research Methods in Education

Edu-472

Credit Hrs.03

Course Description

The course Research Methods in Education is designed to orient Student Teachers to the concept and methods of research in education. In particular, the course focuses on action research, and it aims to equip Student Teachers with the necessary skills to plan and conduct action research in an educational setting. Action research is a form of research that can be used to improve professional practices in the classroom. It can help in both personal development and institutional improvement. This course will also help Student Teachers to write research proposals and research reports and to create presentations to discuss their work.

Course Outcomes

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

- describe the concept of educational research
- identify different models and approaches of action research
- identify research problems and develop research questions
- develop a research proposal.

CONTENT OUTLINE



Week	Topic/Theme
	UNIT 1: Introduction to research
01	Definition of research Definition of educational research
02	Research as a scientific method Significance of educational research Principles of educational research
	UNIT 2: Research methods in education
03	Different research methods in education • Qualitative research ; Action research ; Case study ; Ethnography ; Narrative research • Quantitative research ; Survey ; Experimental research • Mixed research ; Action research ; Programme evaluation
04	Research tools Sampling Research process
	UNIT 3: Action research
05	Nature of action research History of action research Difference between action research and other types of research
06	Models of action research Approaches to action research
	UNIT 4: Research tools in action research
07	Questionnaire Interview
08	Interview (continued) Observation
09	Rating scale Inventories
	UNIT 5: Data analysis
10	Types of data
11	Validity of data Reliability of data
12	Data analysis
	UNIT 6: Developing a research proposal
13	Parts of a research proposal
14	Developing a research proposal
	UNIT 7: Writing a report
15	Research report Components of a research report Sample report
16	Summing up Conclusion



TITLE OF COURSE: SCHOOL MANAGEMENT

Course Code: Edu-473

Credit Hrs: 03

COURSE DESCRIPTION

This course focuses on developing effective elementary school leaders. The aim of the course is to make prospective teachers well acquainted with the process of running schools in an effective and efficient manner besides being well versed in the duties and responsibilities of the head teachers. The course covers knowledge about school management; organization; function of head teachers, record keeping, and school-community relations related matters. This course focuses on developing effective elementary school leaders. The aim of the course is to make prospective teachers well acquainted with the process of running schools in an effective and efficient manner besides being well versed in the duties and responsibilities of the head teachers. The course covers knowledge about school management; organization; function of head teachers, record keeping, and school-community relations related matters.

LEARNING OUTCOMES

The course will enable learners to:

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

Course Outline

Unit 01: Introduction to Management

- Organization
- Administration
- Management
- Supervision and leadership

Unit 02: The School as an Open System

- Systems thinking



School as a system (input, output, and process)

School as an organizational system

School as a social system

School as an open system

Unit 3: School leadership and management

The functions of management (planning, organizing, leading, and controlling) and teachers' related role

The levels of management

Unit 4: Role of head teacher as manager

Head teacher as leader

As an instructional leader (strategic planning, vision, and mission)

As an agent of change or a transformational leader

Human relationships: The base for educational leadership

Unit 5: Core management skills for teachers

Communication skills

Communication process

Barriers to communication

Overcoming barriers to communication

Interpersonal skills

Managing conflict with the school community

Unit 6: Recordkeeping in schools

School record management (concepts and principles)

General records (about school, staff, and students)

Financial records

Educational records •

Equipment records

Correspondence records

Unit 7: The school as a learning organization and teamwork in the workplace

Conceptualizing the school as a learning organization

The establishment and smooth running of school councils

Shared leadership

Shared decision-making: Empowering teachers

Managing cooperation within the school

The relationship of the school with society



Teamwork

Considering schools as organizations and communities

Leading purposeful change in schools: People, power, and culture

Unit 8: School plant management

School plant management

Building size, shape, design, construction, and maintenance

Managing the school library, laboratories, and the playground

The school environment (common principles)

Scheduling and managing day-to-day activities, considering the available resources

Planning and managing co-curricular activities

Recommended Books

Robbins, P. S. & Coulter, M. (2012). Management, 11 Edition. London: Prentice Hall.

Retrieve

[https://shankar9119.files.wordpress.com/2013/07/management-11th-edn-by-](https://shankar9119.files.wordpress.com/2013/07/management-11th-edn-by-stephen-p-)

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[mary-coulter-pdf-qwerty80.pdf](https://shankar9119.files.wordpress.com/2013/07/management-11th-edn-by-stephen-p-mary-coulter-pdf-qwerty80.pdf)

Sidhu, K. S. (2005). School organization and administration. New Delhi: Sterling Publishers, pp. 53–61.

Hoy, W. K., & Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston:

McGraw-Hill, pp. 33–36, 356–371

Robbins, P. S. & Coulter, M. (2016). Management, 13 Edition. London: Prentice Hall. Retrieve from

<https://theeye.eu/public/Books/Materials%20science%20and%20engineering/G401%20Managerial%20economics%20and%20management/Stephen%20P.%20Robbins%2C%20Mary%20A.%20Coulter%20Management.pdf>

Test Development and Evaluation

Edu-474

Credit Hrs.03

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.

Course 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

CONTENT OUTLINE

Week	Topic/Theme
	UNIT 1: Introduction to testing
01	Concepts of testing <ul style="list-style-type: none">• Testing• Kinds of tests• Teacher-made tests
02	<ul style="list-style-type: none">• Standardized tests• Benefits and limitations of tests
03	<ul style="list-style-type: none">• Concept of taxonomy in testing• Using Bloom's Taxonomy in test development• Using SOLO Taxonomy in test development
	UNIT 2: Characteristics of a good test
04	Concept of a good test <ul style="list-style-type: none">• Reliability of tests• Practice session to calculate reliability of tests• Validity of tests• Evaluating test items based on their discrimination power• Utility of a test
	UNIT 3: Steps of test construction
05	Planning the test <ul style="list-style-type: none">• Ensuring content validity (course coverage, concept coverage, learning outcomes coverage) through a table of specifications



	<ul style="list-style-type: none">• Constructing a table of specifications based on Bloom's Taxonomy• Constructing a table of specifications based on SOLO Taxonomy
06	<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• Performing item analysis (difficulty, discrimination, fairness)
07	<ul style="list-style-type: none">• Constructing short answer questions ; Marking guides for short answer questions• Constructing essay questions and tests ; Developing model answers and marking schemes for essay questions
UNIT 4: Essential assessment strategies	
08-09	Classroom observations ; What is the purpose of classroom observation? ; Planning and preparing for observation ; Typical observation formats ; Deriving results from the observation by developing rubric Assignments and presentations
09-10	Projects Oral questioning Peer appraisal Interview strengths and weaknesses
11	Portfolio assessment Computer-assisted testing and the generation of parallel forms for the measurement of change
UNIT 5: Evaluation and accountability based on value addition	
12	Concept of evaluation Concept of textbook evaluation Concept of course evaluation Designing tools for evaluating teachers, courses, and textbooks
UNIT 6: Interpretation of test scores	
13	Percentage Ordering and ranking Frequency Distribution
14	Measure central tendency (Mean, Median and mode) Pictorial forms (Graph, polygon, histogram)
UNIT 7: Reporting the test results to	
15	Students Parents
16	Administration Review Course

Teaching Practicum

Edu-475

CrHrs:03



Learning Objectives/Learning Outcomes:

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

Reflect on and learn from connecting theory and their teaching practice.

Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.

Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.

Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.

Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.

Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

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

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

Course Outline:

School Experiences

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

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

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

First Classroom Placement (6 weeks)



Week 1: Introduction to the school and classroom context:

Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;

Complete Classroom Observations which will provide you with an opportunity to learn about:

The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;

Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;

Assist the Cooperating Teacher as requested with any tasks such as: o Small administrative tasks

Helping individual children or small groups of children

Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like

Reflect on your learning this week.



Week 2: Becoming more involved in the classroom:

Complete school based assignments which will provide you with tools to use to learn to know more about:

Your Cooperating Teacher and his/her educational philosophy; o A small group of children or an individual child.

Complete classroom observations:

Small group engagement;

Individual child engagement.

Assist the Cooperating Teacher as requested:

Work with children who need extra help;

Work with a small group of children to carry out the teacher's plans;

Meet with the Cooperating Teacher to discuss plans for teaching.

Reflect on your learning this week.

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

Complete school based assignments:

Learn about how your Cooperating Teacher manages their classroom;

Learn to know more about the community (parents and other community members) involvement in the school.

Complete classroom observations:

Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;

Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.

Assist the Cooperating Teacher as requested:

Continue with all the previous tasks in the classroom;

Work with your Cooperating Teacher to co-plan a few lessons;

Take over routines such as taking children for recess, taking the register, or reading a story to the class

Co-teach a few sections of classes with your Cooperating Teacher.

Reflect on your learning this week

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

Complete school based assignments:

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



Complete classroom observations:

Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;

Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.

Assist the Cooperating Teacher as requested:

Continue with all the previous tasks in the classroom;

Co-teach a few lessons with your Cooperating Teacher. o Work with children who need extra help

Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.

Reflect on your learning this week

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

Complete any school based assignments that might be outstanding;

Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.

Complete classroom observations:

Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.

Develop your own observation tool to collect data on how engaged children are.

Assist the Cooperating Teacher as requested:

Plan and teach lesson in at least ONE subject area this week.

Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..

Reflect on your learning this week

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

Complete school based assignments:

Continue to make notes about how you are meeting the NPSTP on your Note Sheet.

Complete classroom observations:

If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.

Assist the Cooperating Teacher as requested:

Plan and teach lesson in at least TWO subject areas this week.

Continue activities above, taking over responsibility for planning, teaching and



Reflect on your learning this week

Second Classroom Placement (6 weeks)

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

The Practicum Seminar

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

However, students may expect to discuss issues such as:

Practical issues of teaching in learning in their field placements,

Language learning,

Different perspectives on how to organize and manage a classroom,

Planning units of instruction,

Content-specific instruction,

Selecting and using assessments of learning,

How to use standards for primary school teaching practice,

Identifying the hidden curriculum in the classroom,

Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,

Non-instructional roles of the teacher,

Working with parents and community.



SEMESTER-	Course Title	Domain	CrHr
VIII			
EDU -481	Peace Education	Major	3(3-0)
EDU -482	Educational Planning and Management	Major	3(3-0)
EDU -483	Education in Emergency	Major	3(3-0)
EDU -484	Critical Pedagogy	Major	3(3-0)
EDU -488	Research Project	Major	3(0-3)
Total	05	Major	15(12+3)

Course Title: Peace Education
EDU -481
CrHr:3

Course Description:

This course aims to prepare future educators to promote peace, tolerance, and conflict resolution in educational settings. Students will explore the theoretical foundations of peace education and engage in practical strategies for fostering peaceful and inclusive learning environments. Through critical reflection and experiential learning, participants will develop the skills and knowledge necessary to address conflicts, promote social justice, and nurture a culture of peace in schools and communities.

Learning Outcomes:

By the end of this course, future educators will be able to:

- Define peace education and its role in fostering a culture of peace.
- Examine the theoretical frameworks and historical perspectives of peace education.
- Design and implement peace education curriculum and activities.
- Analyze the impact of violence, conflict, and discrimination on learning environments.
- Apply conflict resolution strategies and social justice principles in educational settings.
- Foster empathy, communication, and respect among students from diverse backgrounds.

Collaborate with stakeholders to create inclusive and peaceful school communities

CONTENT OUTLINE

Week 1-4	Introduction to Peace Education
01	Course Introduction and Overview Defining Peace Education Historical Development of Peace Education
02	Theoretical Foundations of Peace Education Peace Education Models: Negative, Positive, and Transformative Peace Peace Education in Global Contexts
03	Peace Education Pedagogies Integrating Peace Education into Curriculum Assessing Peace Education Outcomes
04	Conflict Analysis and Resolution



	Nonviolent Communication Techniques Conflict Resolution Skills in the Classroom
Week 5-8:	Creating Inclusive and Peaceful Learning Environments
05	Addressing Bullying and Violence Promoting Inclusivity and Diversity Cultivating Empathy and Compassion
06	Restorative Practices in Education Mediation and Conflict Transformation Building Positive Classroom Relationships
07	Social Justice Education Human Rights Education Examining Discrimination and Prejudice
08	Midterm Review and Assessment Creating Safe Spaces for Dialogue Engaging Students in Peaceful Communication
Week 9-12	Peace Education Across Subjects
09	Teaching Peace through Literature and Arts Peaceful Math and Science Education Peaceful History and Social Studies Curriculum
10	Peaceful Physical Education and Sports Environmental Education and Sustainable Peace Peace Education in Language Learning
11	Peaceful Technology Integration Case Studies in Peace Education Across Subjects Cross-Curricular Peace Projects
12	Conflict-Sensitive Education Peace Education and Global Citizenship Measuring the Impact of Peace Education
Week 13-16	Promoting Peaceful School Communities
13	Building Community Partnerships for Peace Education Parent and Family Engagement in Peace Initiatives Restorative Justice in Schools
14	Youth Leadership and Peace Clubs Peer Mediation Programs Conflict Resolution and Peer Education
15	Creating a Peaceful School Policy Framework Evaluating and Adapting Peace Education Initiatives Advocacy for Peaceful Schools and Communities
16	Capstone Peace Education Project Students will work on a capstone project that applies peace education principles to analyze and improve a specific aspect of a school or community. They will present their reflections and recommendations.

Recommended Books:

- "Peace Education: Exploring Ethical and Philosophical Foundations" by James Page



- "The Peace Book: 108 Simple Ways to Create a More Peaceful World" by Louise Diamond and John W. Kinyon
- "Educating for Peace and Justice" edited by William Ayers, Therese Quinn, and David Stovall
- "Creating a Culture of Peace: An International Handbook of Education" edited by Yaacov Iram and Ian M. Harris
- "Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom" by Nel Noddings
- "Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings" by Richard J. Bodine and Donna Crawford
- "Peace Education: International Perspectives" edited by Gavriel Salomon and Ed Cairns
- "Creating Safe and Supportive Learning Environments: A Guide for Working with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth and Families" by Emily S. Fisher and Karen Komosa.

Educational Leadership and Management

EDU -482

CrHrs:03

Course Description

This course is designed to provide future educators with the knowledge and skills necessary for effective educational planning and management. Participants will explore key principles, strategies, and tools related to curriculum development, assessment, budgeting, and organizational leadership. Emphasis will be placed on fostering effective decision-making, promoting accountability, and creating a conducive learning environment.

Learning Outcomes

By the end of this course, future educators will be able to:

7. Define educational planning and management in the context of teaching and learning.
8. Analyze the role of educational planning in curriculum development.
9. Develop and evaluate curriculum designs that align with educational goals.
10. Understand assessment and evaluation strategies to inform instructional planning.
11. Manage educational resources, including budgeting and staffing.
12. Apply principles of effective leadership and organizational management.

Foster a culture of continuous improvement and accountability in education

CONTENT OUTLINE

Week 1-4	Introduction to Educational Planning and Management
01	Course Introduction and Overview The Importance of Educational Planning and Management Historical Development and Trends in Education Management
02	Roles and Responsibilities of Educational Managers Educational Leadership Styles Ethical Considerations in Educational Management
03	Educational Planning Models and Frameworks The Relationship Between Planning and Learning Outcomes Aligning Educational Goals and Objectives
04	The Curriculum Development Process Curriculum Models and Approaches



	Curriculum Evaluation and Improvement
Week 5-8:	Assessment and Evaluation in Education
05	Assessment Methods and Tools Formative and Summative Assessment Using Assessment Data for Instructional Planning
06	Educational Testing and Measurement Ensuring Fairness and Equity in Assessment Assessment for Learning and Accountability
07	Educational Program Evaluation Evaluation Models and Approaches Data-Driven Decision-Making in Education
08	Midterm Review and Assessment Using Assessment Results to Improve Educational Practices Ethics and Integrity in Educational Assessment
Week 9-12	Resource Management in Education
09	Budgeting and Financial Management in Education Resource Allocation and Fiscal Responsibility Grant Writing and Fundraising in Education
10	Human Resource Management in Education Staff Recruitment, Development, and Retention Professional Development Programs
11	Facilities and Infrastructure Management Safety and Security in Educational Institutions Sustainable Resource Management
12	Strategic Planning in Education Data-Driven Decision-Making for Resource Allocation Addressing Challenges in Resource Management
Week 13-16	Educational Leadership and Organizational Development
13	Leadership Theories and Styles in Education Building Effective Teams Conflict Resolution and Mediation
14	Organizational Culture and Change Management Effective Communication in Educational Leadership Decision-Making in Complex Educational Environments
15	Creating a Culture of Accountability Leading for Equity and Inclusion Leading Through Crisis and Uncertainty
16	Capstone Project and Presentation Students will work on a capstone project that applies principles of educational planning and management to analyze and improve an educational scenario. They will present their findings and recommendations

Recommended Books:

8. "Educational Planning: Strategic, Tactical, and Operational" by Roger Kaufman and John M. Keller
9. "Educational Leadership and Management: Developing Insights and Skills" by Marianne Coleman and Derek Glover



10. "Curriculum Development: A Guide to Effective Practice" by Jon Wiles and Joseph C. Bondi
11. "Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education" by Trudy W. Banta and Catherine A. Palomba
12. "Resource Management for School Administrators: Optimizing Fiscal, Facility, and Human Resources" by Daniel R. Tomal and Craig A. Schilling
13. "The Principal as School Manager" by William L. Sharp and James K. Walter
14. "Educational Leadership and Planning for Technology" by Anthony G. Picciano and Joel Spring

Education in Emergency

EDU -483

CrHr:03

Course Description

This course is designed to equip future educators with the knowledge and skills required to provide education during and after emergencies, including natural disasters, conflicts, and public health crises. Participants will explore strategies for ensuring access to quality education, psychosocial support, and safety for students in crisis-affected areas. The course emphasizes the importance of preparedness, resilience, and inclusivity in emergency education.

Learning Outcomes

By the end of this course, future educators will be able to:

1. Define the concept of education in emergency and its importance.
2. Understand the impact of emergencies on education systems and learners.
3. Plan, develop, and implement education programs in crisis situations.
4. Address the psychosocial and emotional needs of students during emergencies.
5. Ensure inclusive education practices for vulnerable populations in crises.
6. Collaborate with stakeholders and organizations in emergency response efforts.

Evaluate the effectiveness of emergency education programs and contribute to resilience-building.

CONTENT OUTLINE

Week 1-4	Introduction to Education in Emergency
01	Course Introduction and Overview Understanding the Importance of Education in Emergency Key Concepts and Terminology
02	The Impact of Emergencies on Education Case Studies: Education in Natural Disasters Case Studies: Education in Conflict Zones
03	The Role of Education in Disaster Risk Reduction International Frameworks and Guidelines for Emergency Education Humanitarian Principles and Their Application
04	Needs Assessment and Data Collection in Emergencies Planning and Preparedness for Education in Crisis Developing Emergency Education Policies and Protocols
Week 5-8:	Curriculum and Pedagogy in Emergency Education
05	Adapting Curriculum for Emergency Settings Ensuring Continuity of Learning during Crises Distance and Remote Learning Approaches
06	Psychosocial Support for Learners Trauma-Informed Teaching and Counseling Inclusive Pedagogy in Emergency Education



07	Teacher Training and Professional Development in Emergencies Community Engagement and Parental Involvement Assessing Learning Outcomes and Progress
08	Midterm Review and Assessment Education in Public Health Emergencies (e.g., pandemics) Child Protection and Safeguarding in Emergency Education
Week 9-12	Inclusivity and Vulnerable Populations
09	Education for Displaced and Refugee Populations Gender-Responsive Education in Emergency Settings Supporting Students with Disabilities in Crises
10	Indigenous and Minority Education in Emergency Addressing Language Barriers and Multilingual Education Early Childhood Education in Emergency
11	Youth and Adolescents in Emergency Education The Role of Play and Recreation in Healing and Learning Case Studies: Successful Inclusion Practices
12	Collaborative Approaches to Inclusivity Partnerships with NGOs and Aid Organizations Advocacy for the Rights of Vulnerable Populations
Week 13-16	Resilience and Recovery
13	Building Resilience through Education Post-Conflict and Post-Disaster Recovery Reintegration and Transition Support
14	Monitoring and Evaluation of Emergency Education Programs Research and Innovation in Education in Emergency Sustainability and Exit Strategies
15	Case Studies in Successful Education in Emergency Programs Lessons Learned and Best Practices Graduation and Certification
16	Capstone Project and Presentation Students will work on a capstone project that applies principles of education in emergency to analyze and improve an emergency education program or plan. They will present their findings and recommendations

Recommended Books:

1. "Education in Emergencies: A Resource Tool" by Save the Children
 2. "Education in Emergencies: Including Everyone" by NORRAG Special Issue
 3. "Education in Crisis: A Reference Handbook" by Julia Paulson
 4. "Learning for All: Bridging the Gaps" edited by M. Anderson, J. Popov, & A. Wolhuter
 5. "Refugee Education: A Global Review" by United Nations High Commissioner for Refugees (UNHCR)
 6. "Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries" by UNESCO
 7. "Inclusive Education in Emergencies: A Resource Pack" by Save the Children and UNICEF
- "Handbook on Child-Centered Disaster Risk Reduction" by Plan International and Save the Children.



Critical Pedagogy

EDU -484

CrHr:03

Course Description

This course aims to introduce future educators to critical pedagogy, an educational philosophy that promotes social justice, critical thinking, and active citizenship. Participants will examine the key principles and strategies of critical pedagogy and explore its application in diverse educational settings. Emphasis will be placed on fostering critical consciousness, equity, and transformative learning.

Learning Outcomes

By the end of this course, future educators will be able to:

1. Define critical pedagogy and its core principles.
2. Analyze the historical and theoretical foundations of critical pedagogy.
3. Apply critical pedagogical strategies to curriculum development and teaching practices.
4. Foster critical thinking, dialogue, and reflection in the classroom.
5. Address issues of power, privilege, and social justice in education.
6. Promote student agency, activism, and civic engagement.
7. Evaluate the impact of critical pedagogy on learners and society.

CONTENT OUTLINE

Week	Week 1-4: Introduction to Critical Pedagogy
01	Course Introduction and Overview Understanding Critical Pedagogy Historical Development and Influential Thinkers
02	Key Principles of Critical Pedagogy Social Justice and Education The Role of Education in Social Transformation
03	Critical Pedagogy and Empowerment Paulo Freire and Pedagogy of the Oppressed Dialogue and Praxis in Critical Pedagogy
04	Critical Pedagogy and Cultural Critique Anti-Opressive Education Critical Reflection in Teaching and Learning
Week 5-8:	Implementing Critical Pedagogy in the Classroom
05	Curriculum Design and Critical Pedagogy Developing Critical Learning Outcomes Case Studies: Critical Pedagogy in Action
06	Critical Pedagogy and Multimodal Literacies Technology and Media in Critical Pedagogy Critical Pedagogy and Arts-Based Education
07	Dialogue and Facilitation in Critical Pedagogy Engaging Students in Critical Conversations Socratic Questioning and Critical Thinking
08	Midterm Review and Assessment Feedback and Assessment in Critical Pedagogy Addressing Resistance and Challenges



Week 9-12	Critical Pedagogy and Social Justice
09	Power, Privilege, and Intersectionality Critical Race Theory in Education LGBTQ+ Rights and Inclusive Education
10	Global Perspectives on Critical Pedagogy Decolonizing Education Environmental Justice and Sustainability Education
11	Critical Pedagogy and Gender Equality Disability Rights and Inclusive Education Human Rights Education
12	Activism and Civic Engagement in Education Community-Based Learning and Service-Learning Social Justice Pedagogies
Week 13-16	Reflecting on Critical Pedagogy
13	Critical Pedagogy and Teacher Identity The Ethics of Critical Pedagogy - Self-Reflective Practices in Teaching
14	The Impact of Critical Pedagogy on Learners Assessing Transformative Learning Case Studies: Evaluating Critical Pedagogy Outcomes
15	Applying Critical Pedagogy Beyond the Classroom Collaborative Social Change Projects Advocacy and Policy Implications
16	Capstone Project and Presentation Students will work on a capstone project that applies critical pedagogical principles to analyze and improve an educational scenario. They will present their findings and recommendations.

Recommended Books:

1. "Pedagogy of the Oppressed" by Paulo Freire
2. "Teaching to Transgress: Education as the Practice of Freedom" by bell hooks
3. "Critical Pedagogy: An Introduction" by Joe L. Kincheloe and Shirley R. Steinberg
4. "Pedagogy of Hope: Reliving Pedagogy of the Oppressed" by Paulo Freire
5. "Critical Pedagogy for Social Justice" by Joan Poliner Shapiro and Jacqueline A. Stefkovich
6. "Education for Critical Consciousness" by Paulo Freire
7. "Pedagogy, Oppression, and Transformation in a 'Post-Critical' Climate" edited by Henry A. Giroux and Peter McLaren
8. "Critical Literacy: Context, Research, and Practice in the K-12 Classroom" by Lisa Patel Stevens and Thomas W. Bean

Research Project

Edu-488

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