



**University of Chitral**  
BECOME WHAT YOU WANT TO BE

یونیورسٹی آف چترار



**SCHEME OF STUDIES BS EDUCATION 04 YEARS PROGRAM**

**Department of Education**  
**University of Chitral**



## Overview of Scheme of Studies for BS Education 4- Years Program

**Name of Degree:** BS Education

**Eligibility Criteria:** The minimum requirements for admission is at least 45% marks in Intermediate (FA/FSc/ or equivalent) Examination.

**Duration:** The minimum duration for completion of BS Education degree is four years and maximum is six years.

### Degree Completion Requirements:

To become eligible for award of BS Education Degree, a student must fulfill/satisfy the following requirements:

- Must have studied and passed the prescribed courses, totaling at least 138 credit hours.
- Must have earned CGPA (Cumulative Grade Point Average) of at least 2.0 on a scale of 4.0.

### BS Education Curriculum Design

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

### Assessment and Evaluation Policy

### Allotted Marks

Mid Term Examination	30
Internal Marks	20
Final Term Examination	50
Total Marks	100

### Research Project

Research project will be optional. After the completion of semester VIII students opting research project will submit research report to the department within four months of the completion of the course work.

**Note:** Students who do not want to take research project will opt one alternate course and comprehensive viva as mentioned in **Option II**



**Option I**

	EDU-489	Research Project (Optional)	6
<b>Option II</b>			
	EDU-484	Human Resource Management in Education (Optional)	3
	EDU-485	Comprehensive Viva (Optional)	3

Content Courses:

Group-A (English and Urdu)

Group-B (Physics and Mathematics)

Group-C (Biology and Chemistry)

Note: In 5th semester students have options to opt the content courses. Students who will opt group-A, B, or C in 5th semester will have to opt same courses in 6th and 7th semester.

Course Group	Credit Hours
Compulsory Courses	19
Professional Courses	53
Foundation Courses	24
Content Courses	27
Teaching Practice	15
<b>Total Credit Hours:</b>	<b>138</b>



**Semester-wise Split Up of Courses for BS Education(4-YEAR)**

<b>1<sup>st</sup> Semester (17 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-111	Functional English	3(3+0)	Compulsory
EDU-112	Child Development	3(3+0)	Foundation
EDU-113	Urdu	3(3+0)	Regional Languages (Content)
EDU-114	General Science	3(3+0)	Content
EDU-115	General Methods of Teaching	3(3+0)	Foundation
<b>Any one from the following</b>			
EDU-116	Islamic Studies	2(2+0)	Compulsory
EDU-117	Ethics	2(2+0)	Compulsory
<b>Total Credit Hours</b>		<b>17(17+0)</b>	

<b>2<sup>nd</sup> Semester (17 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-121	Communication Skills	3(3+0)	Compulsory
EDU-122	Computer Literacy	3(3+0)	Compulsory
EDU-123	Classroom Management	3(3+0)	Foundation
EDU-124	General Mathematics	3(3+0)	Compulsory
EDU-125	Pakistan Studies	2(2+0)	Compulsory
EDU-126	Methods of Teaching Islamic Studies	3(3+0)	Professional
<b>Total Credit Hours</b>		<b>17(17+0)</b>	

<b>3<sup>rd</sup> Semester (17 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-231	Teaching Literacy Skills	3(3+0)	Professional
EDU-232	Art Craft and Calligraphy	3(3+0)	Content
EDU-233	Teaching of Urdu	3(3+0)	Professional
EDU-234	Teaching of General Science	3(3+0)	Professional
EDU-235	Instructional and Communication Technology in Education	2(2+0)	Professional
EDU-236	Teaching Practice	3(0+3)	Short Term
<b>Total Credit Hours</b>		<b>17(14+3)</b>	



<b>4<sup>th</sup> Semester (17 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-241	Classroom Assessment	3(3+0)	Foundation
EDU-242	Teaching of English	3(3+0)	Professional
EDU-243	Teaching of Mathematics	3(3+0)	Professional
EDU-244	School, community and Teacher	3(2+1)	Foundation
EDU-245	Teaching of Social Studies	3(3+0)	Professional
EDU-246	Teaching Practice	3(0+3)	Short Term
<b>Total Credit Hours</b>		<b>18(15+3)</b>	

<b>5<sup>th</sup> Semester (18 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-350	Technical Writing & Presentation Skills	3(3+0)	Compulsory
EDU-351	Foundations of Education	3(3+0)	Foundation
<b>Select either group-A, group-B or group-C</b>			
<b>Group A</b>			
EDU-352	English-I	3(3+0)	Content
EDU-353	Urdu-1	3(3+0)	Content
<b>Group B</b>			
EDU-354	Physics-1	3(3+0)	Content
EDU-355	Mathematics-1	3(3+0)	Content
<b>Group C</b>			
EDU-356	Biology-I	3(3+0)	Content
EDU-357	Chemistry-1	3(3+0)	Content
EDU-358	Curriculum Development	3(3+0)	Foundation
EDU-359	Educational Psychology	3(3+0)	Foundation
<b>Total Credit Hours</b>		<b>18(18+0)</b>	



<b>6<sup>th</sup> Semester (15 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-361	Contemporary Issues and Trends in Education	3(3+0)	Professional
<b>Select either group-A, group-B or group C</b>			
<b>Group A</b>			
EDU-362	English-II	3(3+0)	Content
EDU-363	Urdu-II	3(3+0)	Content
<b>Group B</b>			
EDU-364	Physics-1I	3(2+1)	Content
EDU-365	Mathematics-1I	3(3+0)	Content
<b>Group C</b>			
EDU-366	Biology-II	3(2+1)	Content
EDU-367	Chemistry-1I	3(2+1)	Content
EDU-368	Comparative Education	3(3+0)	Professional
EDU-369	Introduction to Guidance and Counselling	3(3+0)	Professional
<b>Total Credit Hours</b>		<b>15(12+3)</b>	

<b>7<sup>th</sup> Semester (18 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
<b>Select either group-A, group-B or group-C</b>			
<b>Group A</b>			
EDU-470	English-III	3(3+0)	Content
EDU-471	Urdu-1II	3(3+0)	Content
<b>Group B</b>			
EDU-472	Physics-1II	3(2+1)	Content
EDU-473	Mathematics-1II	3(3+0)	Content
<b>Group C</b>			
EDU-474	Biology-III	3(2+1)	Content
EDU-475	Chemistry-1II	3(2+1)	Professional
EDU-476	Inclusive Education	3(3+0)	Professional
EDU-477	Educational Management and Leadership	3(3+0)	Professional
EDU-478	Research Methods in Education	3(3+0)	Professional
EDU-479	Teaching Practice	3(0+3)	Short term
<b>Total Credit Hours</b>		<b>18(12+6)</b>	



<b>8<sup>th</sup> Semester (15 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-481	School Management	3(3+0)	Professional
EDU-482	Test Development and Evaluation	3(3+0)	Professional
EDU-483	Teaching Practice	6(0+6)	Long Term
EDU-484	Human Resource Management in Education	3(3+0)	Professional
EDU-485	Comprehensive viva	3(3+0)	
EDU-489	Research Project	6(0+6)	Professional
<b>Total Credit Hours</b>		<b>18(12+6)</b>	
<b>Grand Total Credit Hours</b>		<b>138</b>	



DEPARTMENT OF EDUCATION  
BS (04 YEARS) PROGRAM  
COURSES, CONTENTS & RECOMMENDED BOOKS

1 <sup>st</sup> Semester (17 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-111	Functional English	3(3+0)	Compulsory
EDU-112	Child Development	3(3+0)	Foundation
EDU-113	Urdu	3(3+0)	Regional Languages Content
EDU-114	General Science	3(3+0)	Content
EDU-115	General Methods of Teaching	3(3+0)	Foundation
Any one from the following			
EDU-116	Islamic Studies	2(2+0)	Compulsory
EDU-117	Ethics	2(2+0)	Compulsory
<b>Total Credit Hours</b>		<b>17(17+0)</b>	

**COURSE TITLE: FUNCTIONAL ENGLISH**

**Course Code: EDU-111**

**Credits Hrs. 03**

**Learning Objectives/Outcomes:**

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

1. Understand the functions and structure of English Language
2. Learn English through methods other than conventional methods like Discussion, dialogue etc.
3. Use English in speaking day today social instruction and collective Expression
4. Use English in formal as well as informal settings of routine work.

**UNIT 01: Introductions**

- Functions
- Use of Words
- Vocabulary Building
- Parts of Speech: Use of Definite and Indefinite Article
- Omission of the Definite Article
- Phrase and its Types

**UNIT 02:**

- Clause: Dependent, Independent and Complex Week 03
- Sentence: Categories of Sentences
- Parts of Speech: Noun and its Categories





- Rules of Plural Formation

### UNIT03:

- Parts of Speech: Verb and its Types
- Structure: Simple Present and Present Progressive Tense
- Auxiliary and Modal Auxiliary verb.

### UNIT 04:

- Parts of Speech: Adverb
- Types and Usage of Adverb (Adverb of Place, Manner and Time)
- Structure: Present Perfect and Present Perfect Continuous

### UNIT 05:

- Parts of Speech: Adjective
- Introduction to Syllable
- Degrees of adjective: Positive, Comparative and Superlative
- Structures: Simple Past and Past Continuous

### UNIT 6:

- Parts of Speech: Preposition and its Usage
- Structure: Past Perfect Tense
- Infinitive Form and Gerund

### UNIT 07:

- Parts of Speech: Conjunction and its Usage
- Structure: Future Tense
- Paragraph Writing

### UNIT08:

- Writing: Note Taking
- Structure: Active/Passive
- Listening: Argument

### Suggested Books:

- Hitton, C. And Hyder, M. (1992) Punctuation and Grammar
- Sadia, GW and Mordie, W. M. (1994) English Idioms
- Emony, D.(1995) Improve your Essays.
- Mathis, B. (1984) Basic English Grammar
- Mctcaife, j.E. And Astte, C. Correct English



- High School English Grammar by Wren and Martin
- PED, J and Coyle. M. (1993) literary terms and criti

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**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

- Bredekamp, S. & Copple, C. (Eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Child Development Institute, <http://childdevelopmentinfo.com/>
- Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/>
- Encyclopedia on Early Childhood Development: (Available in English and Urdu) <http://www.child-encyclopedia.com/en-ca/home.html>
- Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan's Pioneer Publication on Early Childhood Development. [http://www.ecdpak.com/nurture/about\\_nurture.html](http://www.ecdpak.com/nurture/about_nurture.html)
- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists>
- Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.

#### COURSE TITLE: Urdu / Regional Languages

(Content) Course Code: EDU-113

Credits Hrs: 03 حاصلات کورس

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

- 1- اُردو زبان کی ساخت ، وسعت اور اہلیت سے آگاہی حاصل کر سکیں
  - 2- ادبیات کے عملی تناظر میں زندگی کے حوالے سے سمجھ جائیں۔
  - 3- مختلف موضوعات کو عملی و تحریری انداز میں پیام کر سکیں۔
  - 4- اُردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کر سکیں۔
- زبان کے اسناد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کر سکیں

یونٹ نمبر 1: تعارف زبان

1: زبان کیا ہے؟



2: زبام کے اقسال

3: زبام کی ساخت

4: زبام کی ضرورت اور اہمیت: سیاسی اہمیت

ب: ثقافتی اہمیت ج: مذہبی اہمیت:

د: تعلیمی اہمیت:

4: اُردو زبام کی کہانی از با بائے اُردو مولوی عبدالحق (مضموم کا مطالعہ)

5: اُردو کے فروغ میں درپیش مشکلات کا ازالہ

یونٹ نمبر 2: اصناف نثر

2-1: اصناف نثر کے اقسال، اجزاء اور اسکا تقابلی جائزہ

2-2: داستام کا ارتقاء

2-3: داستام کے اجزاء

2-4: ناوک کا ارتقاء

2-5: ناوک کے اجزاء

2-6: ناوک اور داستام کا فرق

2-8: ڈرامہ کے اقسال اور اجزاء

2-9: داستام، ناوک، افسانہ اور ڈرامہ کا فرق

یونٹ نمبر 3: اصناف سُخن

3-1: اُردو نظم کا تعارف

3-2: حمد اور نعت کا تعارف اور فرق

3-3: نظم اور اس کے اقسال

3-4: اُردو غزک کا ارتقا

3-5: نظم اور غزک کا فرق

3-6: مولانہ الطاف حسین حالی کے نظم کے پہلے چار بند

3-7: ای ای لم نٹ ری سطح کے نظموں کا جائزہ اور صوفی غلال تبسم کا مقال

3-8: غالب کی غزک (بازے چ

نہ اطفاک ہے دنیا مرے آگے) کے فنی اور فکری محاسن

یونٹ نمبر 4: انشاء پردازی

4-1: انشاء کی عریف اور اس کے اقسال

4-2: تحریری اور تقریری انشاء کا تقابلی جائزہ

4-3: اُردو حروف تہجی (صوتیات، اعراب اور حرکات)

4-4: اُردو کا جدید قاعدہ

4-5: صحیح بولنے کی شرائط

4-6: محاورات اور ضرب الامثال میں فرق

4-7: خطوط کی اقسال

یونٹ نمبر 5: اصطلاحات قواعد

5-1: حرف

2-5: حروف شمسی اور قمری



3-5: حروف علت اور حروف صحیح اور شرارتی حروف

5-4: حرکات

5-5: صرف، لفظ اور با معنی لفظ

5-6: کلمے کی اقسام

5-7: حروف جار اور حروف عطف

5-8: حروف کا استعمال

کتابیات

رشید، شازیہ، تدریس، یات اردو، جدرام پیلی کیشنز لاہور۔ 2112  
سلیمام، اطہر، ڈاکٹر، ثانوی زبان کی حیثیت سے اردو زبان کی تدریس، مقتدرہ قومی زبان پاکستان 2112، اوام اردو  
پطرس بخاری روڈ، ایچ اسلال آباد پاکستان۔

عطش درانی ڈاکٹر، اردو تدریس، یات، سائنس بورڈ لاہور، 2117

فامام فتح پوری، ڈاکٹر، تدریس اردو، مقتدرہ قومی زبان پاکستان، 2113 ساجد حسین، سید پروفیسر، اردو اور یس کے  
تدریسی طریقے، رہبر پبلیکیشنز کراچی، اشاعت ششم

## COURSE TITLE: GENERAL SCIENCE

Course Code EDU-114

Credit Hrs. 03

### Learning Objectives/Learning Outcomes:

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

1. Describe the interdependence of ecosystems and the organisms within and how changes affect populations and the equilibrium of a system. Relate evolutionary forces to the diversity of ecosystems and of the species within them.
2. Identify the effects of human activities and naturally occurring changes on ecosystems and the consequences of those changes.
3. Begin to see the Earth as a system consisting of major interacting components that consistently undergo change. Physical, chemical, and biological processes act within and among them on a wide range of timescales.
4. Describe physical and chemical properties and physical/chemical processes with a special focus on the change of state of matter and how this change relates to energy.
5. Develop an understanding of common misconceptions about matter and particle theory.



## Course Outline:

### Unit 1: Course Overview

- Science in personal and social perspectives

### Unit 2: Populations and Ecosystems

- Basic needs of living things
- Interdependencies of living things (symbiotic relationships)
- Ecosystems and Habitats
- Population Growth – Survival and Extinction
- Teaching “Populations and Ecosystems” in elementary grades

### Unit 3: Diversity and Adaptations

- Diversity of living things
- Systems of classification
- Adaptations for survival
- Evolution and Diversity
- Teaching “Diversity and Adaptations” in elementary grades

### Unit 4: Earth – The Blue Planet

- Earth - an inhabitable planet
- Weather and Seasons
- Categorizing the world by continents, biomes, vegetation zones, climate zones, etc.
- Introduction to maps; reading and creating simple data charts
- Constant changes on Earth – rock cycle
- Rivers (erosion/sedimentation)
- Earthquakes and Volcanoes
- Teaching “Earth The Blue Planet” in elementary grades

### Unit 5: Force and Motion

- Relationship among force, mass, and motion of an object.
- Interaction of objects as it relates to force and linear, constant motion.
- Non-linear motion and accelerated motion. (Laws of motion)
- Teaching “Force and Motion” in elementary grades

### Unit 6: Properties and Matter

- Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity
- Atoms, molecules, mixtures, elements, and compounds





- Introduction to the periodic table
- States of matter: solid, liquid, gas (examples of water)
- Introduction to models and their limitations in science teaching
- Teaching “Properties of Matter” in elementary grades

### **SUGGESTED TEXTBOOKS**

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

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

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### **COURSE TITLE: GENERAL METHODS OF TEACHING**

**Course Code: EDU-115**

**Credit hours: 03**

#### **Learning Objectives/Learning Outcomes:**

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

1. Explain the basic concepts of teaching
2. Demonstrate the essential attributes of the effective teacher
3. Elaborate teaching strategies and types of teaching style
4. Understand the need and types of lesson plan
5. Explain the planning of teaching





6. Demonstrate inquiry method
7. Demonstrate activity method
8. 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*. Thousand Oaks, CA: Corwin Press.



**TITLE OF COURSE: ISLAMIC STUDIES**

**Course Code: EDU-116**

**Credit Hrs.3**

**Learning Objectives/Outcomes:**

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

1. Provide Basic information about Islamic Studies
2. Enhance understanding of the students regarding Islamic Civilization
3. Improve Students skill to perform prayers and other worships
4. Enhance the skill of the students for understanding of issues related to faith and religious life.

**Course Outline**

**Unit 01. Introduction to Quranic Studies**

- Basic Concepts of Quran
- History of Quran
- History of Quran
- Uloom-ul -Quran

**Unit 02. Study of Selected Text of Holly Quran**

- Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
- Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon related to Characteristics of faithful

**Unit 03. Study of Selected Text of Holly Quran**

- Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

**Unit 04. Seerat of Holy Prophet (S.A.W)**

- Life of Muhammad Bin Abdullah ( Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah/ Madina
- Life of Holy Prophet (S.A.W) in Makkah/ Madina
- Important Lessons derived from the life of Holy Prophet in Makkah / Madina

**Unit 05. Introduction To Sunnah**

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom –ul-Hadith
- Sunnah & Hadith



## Unit 06. Islam & other Fields Culture& Civilization

- Basic Concepts of Islamic Culture & Civilization
- Basic Concepts of Islam & Science
- Basic Concepts of Islamic Economic System
- Islamic Society

### Reference Books:

Ahmad Hasan, (1993), “*Principles of Islamic Jurisprudence*” Islamic Research Institute: Islamabad: Pakistan, International Islamic University.

Hameed ullah Muhammad, „*Introduction to Islam Mulana Muhammad Yousaf Islahi,*”

Hameed ullah Muhammad, “*Muslim Conduct of State*” Islamabad, Pakistan: Hussain Hamid Hassan, u leaf Publication.



## SEMESTER II

2 <sup>nd</sup> Semester (17 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-121	Communication Skills	3(3+0)	Compulsory
EDU-122	Computer Literacy	3(3+0)	Compulsory
EDU-123	Classroom Management	3(3+0)	Foundation
EDU-124	General Mathematics	3(3+0)	Compulsory
EDU-125	Pakistan Studies	2(2+0)	Compulsory
EDU-126	Methods of Teaching Islamic Studies	3(3+0)	Professional
<b>Total Credit Hours</b>		<b>17(17+0)</b>	

### COURSE TITLE: COMMUNICATION SKILLS

Course Code: EDU-121

Credits Hrs: 03

#### Learning Objectives/ Learning Outcomes:

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

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

#### SEMESTER OUTLINE

##### UNIT 1: Effective communication

- Communicating effectively
- The communication cycle and process
- Communication barriers
- Language Development of English Language Teachers (ELT)
- Understanding group dynamics
- Understanding ELT as a self-directed learner
- Developing Language awareness by using CLT activities

##### Organizing a message



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

## UNIT 2 – Making Oral Presentations

### Effective presentations

- The ingredients of a successful presentations
- Structuring a presentation – the key stages
- Using visual displays to present key facts and figures
- Presenting in a logically organized and interesting manner
- Using PowerPoint or overhead transparencies for presentations that describe a process/phenomenon
- Tips to hold your audience’s attention
- Preparing for a presentation
- Delivering a five-minute presentation

## UNIT 3 – Sound Patterns, Tone and Purpose

### Sound patterns and tone

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

### Modes of communication

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

### Audience specific

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

## UNIT 4 – Persuading Audience



### **Public speaking**

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

### **Being interviewed**

- Résumé/CV
- Interview skills
- Interviewing for a job/internship

### **Persuasive writing**

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

## **UNIT 5 – Collecting & Presenting Information**

### **Collecting information**

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

### **Graphical information**

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

### **Collecting and presenting data objectively**

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

### **Project presentation**

## **SUGGESTED TEXTBOOKS AND REFERENCES**

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





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

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

The following websites provide a wealth of resources:

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

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

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

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

## **COURSE TITLE: COMPUTER LITERACY**

**Course Code: EDU-122**

**Credit Hrs: 03**

### **Learning Objectives/Learning Outcomes:**

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

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

### **Course Content:**

#### **Unit 1: Introduction to Computer**

- **History and classification of Computers**  
Introduction to computer  
Examples of computer  
personal computers (desk-top, laptops, pocket PCs/hand-held computers)
- **Brief history of computers with timeline**
- Introduction to computers – Learning about Input devices
- Knowledge about and interfacing with:





- Input devices (Examples: mouse, keyboard, scanner, joystick, webcam, digital camera, bar-code reader, digital voice recorder, etc.)
- Knowing the mouse and keyboard
- Interfacing with the computer using mouse and Keyboard
- Practicing to input data using a mouse (left-click, right-click, move, drag, trackball, double-click), etc.
- **Learning about different parts (hardware) of computer and accessories**
- Output devices (Examples: printer, speaker, projector, etc.)
- Storage devices (hard disk, USB-flash disk, CDs/DVDs, memory card, etc.)
- Understanding of Central Processing Unit (CPU)
- How do computers work?
- **Computer Software**
- Operating/System software introduction
- Application software- usage & types (word processing, spreadsheets, multimedia, etc.)

## Unit 2: Learning Computer Basics and Internet

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

### 1. Working with the Operating System

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

### 2. Concept of files and folders (types of files and extension)

- File and folder properties
- Renaming a folder, etc. (Practicing to input data using a keyboard)
- Types of storage devices
- Practically knowing and accessing storage devices/drives
- Data transfer between different storage devices

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

- General introduction to application window Creating, saving & opening documents
- Formatting, editing Pages, text & paragraphs Adding pictures to pages (Clipart & from file)
- Working with tables, charts & graphs



- Working with Diagrams (Using “draw” feature)
- Using preset and advance features
- Using word processing to create classroom instruction documents (diagrams, lesson plan, worksheets, flash cards, brochures, newsletters) and motivation tool (certificate)

#### **Unit 4: Using Productivity Applications (Spreadsheet)**

- Microsoft Excel, OpenOffice.org Calc
- General introduction to spreadsheets interface
- Creating, saving & opening spreadsheet
- Using worksheets (renaming and adding worksheets)
- Adding and working with information (formatting cells, adding comments, inserting hyperlinks)
- Changing the look of information with spreadsheet (cell alignment, changing font face and size, adding background color to cells and rows, inserting picture)
- Doing Mathematics (formulas: addition, subtraction, average, logic formula etc)
- Making charts (formatting i.e. background, legend, color of bars, creating pictograph)

#### **Unit 5: Making Connections**

- Searching multimedia resources
- Uploading, downloading documents and other files (pictures, audio, etc.)
- Saving information from Web pages
- Interfacing with online multimedia resources (Example: videos on [www.youtube.com](http://www.youtube.com) about learning computer)
- Creating and using e-mail to communicate and collaborate
- E-mail management (creating, sorting, forwarding, searching, flagging, deleting)
- Attaching document (files & folders)
- Using Web 2.0, Using chat/talk applications (Skype, Google Talk, etc.)

#### **Unit 6: Making Connections**

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

#### **Unit-7: Using multimedia devices and resources**

- Introduction and examples of digital devices (camera, mobile phone, digital voice recorders, etc.)
- Using a digital camera and other technologies i.e. mobile phones to down-load images, and videos
- Transferring images and videos to computer from mobile devices (mobile phone, camera)



- Using multimedia applications (Examples: Real Player, Windows Media Player, Quick Time Player etc.) to play educational audio & video clips

### **Unit 8: Use of computer in daily life**

#### Computer-Assisted Instruction (CAI)

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

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## **COURSE TITLE: CLASSROOM MANAGEMENT**

### **COURSE CODE: EDU-123**

**(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](http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf)

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

Canter, L. Assertive discipline: More than names on the board and marbles in a jar. [Retrieved on February, 28, 2011][http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT\\_readings/Canter.htm](http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm) 106

## **COURSE TITLE: GENERAL MATHEMATICS**

**Course code: EDU-124**

**Credit Hrs: 03**

### **Learning Objectives/Learning Outcomes:**

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

- Understand basic concepts of mathematics
- Build a variety of instructional techniques with clear purposes
- Enhance their use of questioning techniques to elicit children's understanding
- Learn ways to engage students in mathematical thinking through interactive activities

### **Course Outline:**

#### **UNIT 1: NUMBERS AND OPERATIONS**

- Counting
- Models for Addition & Subtraction with natural numbers
- Addition and Subtraction as inverse Operations
- Word problems involving addition and Subtraction

#### **Place Value**

- Working in the base-10 system
- Models for Multiplication with natural numbers
- Multiplication and Division as inverse operations
- Models for Division with natural numbers

#### **Fractions and Decimals**

- Decimals as fractions linked to base-10 place value



- Concept of GCF and LCM
- Operations with fractions and decimals

### Unit 2: ALGEBRA

- Algebra as Generalized Arithmetic
- Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity
- Linear functions
- Order of Operations
- Square expressions and equations
- Symbol manipulation

### UNIT 3: Geometry and Geometric Measurement

- Polygons
- Undefined terms in geometry
- Identification and construction of Angles
- Geometric Measurement: Area and Perimeter of polygons
- Geometric Measurement:
- Circumference and Area of Circles
- Surface Area of Cuboids and Cylinders
- Volume of Cuboids and Cylinders
- Introduction to the Pythagorean
- Theorem

### UNIT 4: Information Handling

#### Graphic displays of information

- Collect & organize data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous)
- Interpret the above graphic displays of data
- Measures of dispersion and central tendency

#### Measures of dispersion and central tendency

- Range
- Mean
- Median
- Mode

#### Reference Material:

- NCTM *Illuminations*: <http://illuminations.nctm.org/>
- MathsCurriculum: <http://nzmaths.co.nz/>





- N-Rich Maths site: <http://nrich.maths.org/public/>
- *How Students Learn: History, Mathematics, and Science in the Classroom*  
[www.nap.edu/catalog.php?record\\_id=10126#toc](http://www.nap.edu/catalog.php?record_id=10126#toc) Published by National Academies Press.
- *What does Good Mathematics Instruction Look Like?*: <http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>
- Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

**COURSE TITLE: PAKISTAN STUDIES**

**Course Code: EDU-125**

**Credit Hours: 03**

**Learning Objectives/Learning Outcomes:**

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

1. Develop vision of historical perspective, government, politics, Contemporary Pakistan, ideological background of Pakistan.
2. Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

**Course Outline**

**Unit 1. Historical Perspective**

- Ideological rationale with special reference
- Sir Syed Ahmed Khan
- Allama Muhammad Iqbal
- Quaid-i-Azam Muhammad Ali Jinnah.
- Factors leading to Muslim separatism
- People and Land
- Indus Civilization
- Location and geo-physical features.

**Unit 2. Government and Politics in Pakistan**

Political and constitutional phases:

- 1947-58
- 1958-71
- 1971-77
- 1977-88
- 1988-99
- 1999 onward



### **Unit 3. Contemporary Pakistan**

- Economic institutions and issues
- Society and social structure
- Ethnicity
- Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

### **Recommended Books**

- Afzal, M. Rafique. (1988), Political Parties in Pakistan, Vol.I, II&III. Islamabad: National Institute of Historical and cultural Research.
- Akbar, S. Zaidi. (2000) Issue in Pakistan's Economy. Karachi: Oxford University Press.
- Aziz, K.K. Party, (1976), Politics in Pakistan, Islamabad: National Commission on Historical and Cultural Research
- Burki, Shahid Javed. (1980). State & Society in Pakistan, The Macmillan Press Ltd.
- Haq, Noor ul. (1993) Making of Pakistan: The Military Perspective. Islamabad: National Commission on Historical and Cultural Research.
- Muhammad Waseem, (1987) Pakistan Under Martial Law, Lahore: Vanguard.
- S.M. Burke and Lawrence Ziring. (1993) Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press.

**Title of Course: Teaching of Islamic Studies**

**Course Code: EDU-126**

**Credit Hrs. 03**

### **Learning Objectives/Learning Outcomes:**

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

1. Understand the basic knowledge and skills to teach Islamic studies.
2. Inculcate the instructions methods to promote active learning
3. Develop lesson plan and teach accordingly.
4. Use learning aids effectively.

### **Course Outline:**

#### **Unit 01: Introduction**

- The developmental tasks of elementary years.
- Educating children for an inclusive and tolerant society.
- Changing our vision: developing a national and a global sense of citizenship.
- Rationale for Islamic studies in global changing situations.





- The child's ability to learn about others near and far.

#### **Unit 02: Discovering the Essence of Islamic Studies**

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

#### **Unit 03: Getting Ready to Teach Islamic Studies**

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

#### **Unit 04: Planning Developmentally Appropriate Islamic Studies**

- Planning and teaching appropriate Islamic studies experiences
- Planning Islamic studies experiences
- Do we know why children are doing what they do?
- Objectives are important, but children are the reason for teaching
- Source of learning objectives
- Engaging parents in the planning process
- The community as a curricular source
- Lesson plans and units
- Selecting a planning strategy
- Getting ready to plan social studies experience: using the DAP perspective
- Thematic teaching
- The project approach
- Learning centres
- Technology in the classroom

#### **Unit 05: Learning about past and Present**

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

#### **Unit 06: Making Socially Responsible Citizens in a Muslim Society**

- Building a community
- Muslim Society
- Fostering positive Islamic values and social skills in young children



- Developing civic and social responsibilities

**Unit 07: Preparing children to make informed Choices**

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

**Reference Material:**

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

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

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

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



**SEMESTER III**

<b>3<sup>rd</sup> Semester (17 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
EDU-231	Teaching Literacy Skills	3(3+0)	Professional
EDU-232	Art Craft and Calligraphy	3(3+0)	Content
EDU-233	Teaching of Urdu	3(3+0)	Professional
EDU-234	Teaching of General Science	3(3+0)	Professional
EDU-235	Instructional and Communication Technology in Education	2(2+0)	Professional
EDU-236	Teaching Practice	3(3+0)	Short Term
	<b>Total Credit Hours</b>	<b>17(17+0)</b>	

**COURSE TITLE: TEACHING LITERACY SKILLS**

**Course Code: EDU-231**

**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](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: ARTS CRAFTS AND CALLIGRAPHY EDU**

**Course Code EDU-232**

**Credit Hours: 03**

**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

**UNIT 3: Calligraphy (Meaning and Definition of Calligraphy)**

- Meaning and Definition of Calligraphy
- Types of Calligraphy
- Islamic Calligraphy
- Pakistani Islamic Calligraphy

**UNIT 4: Elements and principles of design**

- 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

**UNIT 5: History and Culture**

- Old civilization in Pakistan
- Art and Architecture

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

- Preparing to teach art, crafts, and calligraphy
- Preparing to teach art, crafts, and calligraphy, continued
- Exhibition and portfolios
- Reference books and readings

<http://artjunction.org/resources/sparkers-resource/>



**COURSE TITLE Teaching of Urdu**

**Course Code: EDU-233**

**Credit Hrs: 03**

حاصلات تعلم:

- 1- طلباء پاکستان میں اُردو کے تدریسی طریقوں سے آگاہ ہو سکیں۔
- 2- پاکستانی طلباء کے مختلف اُردو کے لحاظ سے جام جائیں۔
- 3- اُردو کے سب سے ڈیزائنیں سے متعارف ہوں سکیں۔
- 4- متن ، تسوید اور توسل میں فرق واضح کر سکیں۔
- 5- درسی متن کے اُصول اور اقسام سے متعلق آگاہ ہو سکیں اور عملی زندگی میں اس کا اطلاق کر سکیں۔
- 6- درسی اسباق کی تیاری کے مراحل کو عملی طور پر سمجھ سکیں۔
- 7- ہر برٹ کے پیام کردہ روایتی سب سے ڈیزائنیں کا تقابلی جائزہ پیش کر سکیں۔
- 8- روایتی سب سے ڈیزائنیں اور جدید سب سے ڈیزائنیں کا تقابلی جائزہ پیش کر سکیں
- 9- ڈالٹن پلام کے اُصول ، خوبیاں اور خامیاں تحریر کر سکیں۔
- 11- سننی اور بولنے کی مہارتیں ، اقدامات اور
- 11- سرگرمیوں کا جائزہ لے سکیں۔ سمعی و تکلمی تدریسی طریقے پہچام سکیں۔
- 11- سننی اور بولنے کی مہارتیں ، اقدامات اور
- 11- سرگرمیوں کا جائزہ لے سکیں۔ سمعی و تکلمی تدریسی طریقے پہچام سکیں۔
- 12- تدریس اُردو میں جائزہ کا مفہول اور اس کے مختلف طریقوں کا عملی تدریس میں اطلاق کر سکیں۔ باب نمبر 1: پاکستان میں اُردو کے تدریسی طریقے





اُردو کا تدریسی پہلو ۱ اور اس کی پیچیدگیاں

- 1-1
- 1-2 اُردو کی بنیادی لسانی خصوصیات
- 1-3 صوتیاتی خصوصیات
- 1-4 قواعدی خصوصیات
- 1-5 متنی خصوصیات
- 1-6 پاکستان میں اُردو کے تدریس کے لئے طلبہ کی گروہ بندی
- 1-7 طلبہ کے گروہوں کے لئے تدریسی تدابیر

باب نمبر 2: اُردو کا سب قی ڈیزائن

- 2-1 متن کا مفہول
- 2-2 متن اور قاری

- 3-4 تسوید ۱ اور متن میں فرق، متن کا استعمال، متن کا توسل
- 3-5 درسی متن کی ضرورت ۱ اور اہمیت
- 3-6 درسی متن کے اُصوک
- 3-7 درسی متن کے اقسال
- ۱۔ نثر ب۔ نظم

باب نمبر 3: درسی اسباق کی اقسال

- 3-1 سبق کیا ہے؟ سبق کے اقسال
- 3-2 سب قی اشارات کی اقسال
- 3-3 ہریرٹ کے پیام کردہ روایتی سب قی اقدامات
- 3-4 سب قی اشارات کی ضرورت و اہمیت
- 3-5 سبق کی تیاری ۱ اور اُصوک

باب نمبر 4: جدید سب قی ڈیزائن

- 4-1 جدید سب قی ڈیزائن کے اقدامات
- 4-2 ڈالٹن پلام
- 4-3 ڈالٹن پلام کے اُصوک ، خوبیاں ۱ اور خامیاں
- ذاتی امتزاجی طریقہ

اُصوک ۱ اور اسکی اہمیت

باب نمبر 5: سننے ۱ اور بولنے کی مہارتیں

- 5-1 سننے کی اہمیت





- 5-2 سننے کی مہارت کے لئے سرگرمیاں  
5-3 سننے اور بولنے سے پہلے کے اقدامات  
5-4 سننے اور بولنے کے تدریسی مقاصد  
5-5 سننے اور بولنے کو ترجیح دینے کے دلائل

باب نمبر 6: سمعی تدریس اور تکلفی تدریس

- 6-1 سمعی تدریس کا مفہول  
6-2 سمعی تدریس کے طریقے  
ا۔ فطری طریقہ ب۔ تلازمی طریقہ ج۔ ڈرک یا تکراری طریقہ د۔ موسیقی کا طریقہ ز۔ حکمیہ طریقہ  
ر۔ صوتی امتیاز کا طریقہ

- 6-3 سمعی و بصری معاونات کا طریقہ  
6-4 تدریس تکلم کا مفہول  
6-5 تدریس تکلم کے طریقے

باب نمبر 7: تدریس اُردو اور جائزہ

- 7-1 جائزہ کی عریف اور مفہول  
7-2 جائزہ کے مقاصد  
7-3 جائزہ کے طریقے  
د۔ بحث ، ز۔ کلاس ٹیسٹ ا۔ سوالات ، ب انٹرویو ، ج۔ مشقیں  
7-4 تحریری اتحانات کی اقسام  
طرز کے اتحانات

- 7-5 پرچہ بنانا اور جانچنا کے لئے ضروری ہدایات  
7-6 پرچہ بنانا اور جانچنا کے مدارج  
7-7 پرچہ بنانے کے لئے منصونہ بندی  
7-8 آزمائش 9-  
79- تیاری

### کتابیات

2112یات اُردو، جدرا م پبلی کیشنز لاہور۔ رشید، شازیہ، تدر  
، اوام اُردو 2112 سلیمام، اطہر، ڈاکٹر، ثانوی زبام کی حیثیت سے اُردو زبام کی تدریس ، مقتدرہ قومی زبام پاکستان  
پطرس بخاری روڈ، ایچ اسلال آباد پاکستان۔

ساجد حسین ، سید پروفیسر، اُردو اور یس کے 2113 فامام فتح پوری ، ڈاکٹر، تدریس اُردو ، مقتدرہ قومی زبام پاکستان،  
تدریسی طریقے، رہبر پبلیکیشنز کراچی ، اشاعت ششم



**COURSE TITLE: TEACHING OF GENERAL SCIENCE**

**Course code: EDU-234**

**Credit Hrs:03**

**Learning Objectives/Learning Outcomes:**

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

1. Acquire knowledge of the fundamentals of science useful to all in everyday life.
2. Develop the ability to apply the knowledge in everyday life.
3. Formulate instructional objectives of teaching science.
4. Plan a teaching unit of science.
5. Plan a lesson effectively according to different approaches.
6. Know the process of developing spontaneous teaching aids in general science
7. Explain the essential characteristics of a science textbook
8. Explain types of formative and summative evaluation in science
9. Classify different types of evaluation in science
10. Make effective use of objectives for achievement tests in science.
11. 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
- Safety measures in science education

#### **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:**

1. Zaidi, S.M. Modern teaching of science, Anmol Publications PVT. Ltd. New Delhi, 2004.
2. Ebel, R.L.: Essentials of Educational Measurement,
3. Prentice Hall. Garrett, H.E.: Statistics in Psychology and Education,
4. Vakil-Feffer. Anderson, Hans: Readings in Science Education for Secondary School
5. DR MaksalMinaz: Efcet of flip class room strategy on the performance of prospective teachers of KPK April 2018.



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

**Course Code:EDU-235**

**Credit Hrs:02**

**Learning Objectives/Learning Outcomes:**

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

1. Develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
2. Model and facilitate effective use of current and emerging digital tools to locate, analyse, evaluate, and use information resources to support research and learning
3. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
4. Participate in local and global learning communities to explore creative applications of technology to improve student learning
5. Promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes

**Course outline:**

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

**Introduction and Guidelines**

- Introduction to the course – ICTs in Education
- Pre-assessment for the course
- 21st Century Skills – the need of the day
- Highlights - National ICTs Strategy for Education in Pakistan, National Education Policy 2009

**Unit-2 ICTs Integration, Standards and Competencies for Teachers**

- ICTs Integration
- ICT competencies for Teachers
- Introduction to electronic Portfolios – setting up for the course

**Unit 3: ICTs Integrated into Curriculum and Instruction**

- Exploring the custom-designed multimedia resources



- Instruction using available applications for teaching of Pakistan Studies/History, Functional English, Methods of Teaching, etc.)
- Lesson planning and review

#### **Audio, Radio Broadcast and Interactive Radio Instruction**

- Power of audio/radio in education
- Using audio/radio/IRI resources for teaching of different subjects
- Case-studies for extended reading

#### **Video, animations, movies and television broadcast**

- Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.)
- Using video prompts in classroom
- Lesson Planning using video resources
- Using movies in education
- Using video commercials in education
- Using split-video technique in classroom
- Documentaries and discussions
- Exploiting the potential of television broadcast in education
- Case-studies for extended reading
- Lesson Planning using video resources
- Lesson Demo and Presentations

#### **Unit-4 Learning through Internet (applications, etc.)**

- Concept of globalization –‘Global Teacher Community’
- Online tutorials
- Browsing for a purpose - Seeking and filtering information
- Online tools for communication and collaboration
- Introduction to Digital Libraries, archives and eBooks
- Planning for ICTs Integration
- Planning for ICTs Integration (SWOT analysis, building support networks, etc.)
- Developing a Technology Plan for Classroom and School
- Barriers for effective ICT use in schools and suggestions

#### **Unit-5: Collaborative Learning using ICTs (2 weeks – 4 hours)**

- Enhancing Opportunities for Collaborative Learning



- Collaborative projects (using email, Google Docs/presentations, etc.) – folk tales/cultural stereotypes, learning about communities, and other iEARN projects)

#### **Unit-6: Evaluating ICT Tools and Resources for Use**

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

#### **Reference Material:**

- Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE) - <http://www.iste.org/learn/publications/journals/jrte-old.aspx>
- Journal of Technology and Teacher Education (JTATE) - <http://aace.org/pubs/jtate/>
- Partnership for 21st Century Skills. 2010. Framework for 21st Century Learning. [http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com\\_content&task=view](http://www.21stcenturyskills.org/index.php?Itemid=120&id=254&option=com_content&task=view)
- Google Earth free download: <http://www.google.com/earth/download/ge/agree.html>
- Google Earth tutorial: [http://earth.google.com/outreach/tutorial\\_annotate.html](http://earth.google.com/outreach/tutorial_annotate.html)
- Google Maps: <http://maps.google.com/>
- National Geographic Channel: <http://maps.google.com/>

### **COURSE TITLE: TEACHING PRACTICE**

**Course Code: EDU-236**

**Credit Hrs: 03**

#### **Learning Objectives/Learning Outcomes:**

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

1. Reflect on and learn from connecting theory and their teaching practice.
2. Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
3. Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
4. 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.



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

4 <sup>th</sup> Semester (17 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-241	Classroom Assessment	3(3+0)	Foundation
EDU-242	Teaching of English	3(3+0)	Professional
EDU-243	Teaching of Mathematics	3(3+0)	Professional
EDU-244	School, community and Teacher	3(2+1)	Foundation
EDU-245	Teaching of Social Studies	3(3+0)	Professional
EDU-246	Teaching Practice	3(3+0)	Short Term
	<b>Total Credit Hours</b>	<b>18(18+0)</b>	

### COURSE TITLE: CLASSROOM ASSESSMENT

Course Code: EDU-241

Credit Hrs: 03

#### Learning Objectives/Learning Outcomes:

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

1. Understand the concept and nature of assessment
2. Differentiate between group and individual assessment
3. Get clarity about formative and summative assessment
4. Integrate objectives with classroom assessment
5. Develop and analyze test items of different cognitive abilities
6. Understand different alternative classroom assessment techniques
7. 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., & Wiliam, D. (2010). Assessment for learning: Putting it into practice. Berkshire, UK: Open University Press.
- Clarke, S. (2008). Active learning through formative assessment. London, UK: Hodder Education
- McMillan, J. H. (2011). Classroom assessment: Principles and practice for effective standards-based instruction (5th ed). Boston: Pearson.
- Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). Measurement and assessment in teaching (10th ed). Upper Saddle River, NJ: Pearson.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). Classroom assessment for student learning: Do it right-Using it well. Boston: Pearson. This text has a DVD and CD.



- William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

**COURSE TITLE: TEACHING OF ENGLISH**

**Course Code: EDU-242**

**Credit Hrs: 03**

**Learning Objectives/Learning Outcomes:**

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

1. Teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
2. Design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
3. Assess their students' language performance and progress using their own self-designed assessment procedures.
4. Know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.
5. Aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

**Course Outline**

**Unit One: Introduction to Second Language Acquisition**

- Introduction to the Course Teaching English
- Introduction to Unit One and Initial Activity: Exploring course participants 'views of how languages are learned.
- What do people need to know to speak a foreign language well?
- Four influential ESL approaches
- The Grammar-Translation method and its limitations
- Behaviorism and the Audio-Lingual Method
- The Natural Approach
- The Integrationist Approach
- Practical teaching activities using the Integrationist Approach
- Criticism of the Interactionist Approach
- A quiz to review the four approaches to SLA
- Implications of the Post-Methods Era
- Factors Affecting Second Language Learning: Investigating learner differences and learning styles
- Communicative Language Teaching (CLT)?





## **Unit 2: Receptive Skills (Listening & Reading)**

### **Listening**

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

### **2.2 Reading**

- What is reading?
- What is the purpose of reading inside and outside the classroom?
- The power of reading
- Reading comprehension skills
- Some suggestions for reading activities
- Factors affecting learning to read in a second language

## **Unit 3: Productive Skills - Speaking and Writing**

### **3.1 Speaking**

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

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

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

## **Unit 4: Teaching Grammar Communicatively**





- A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences.
- Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors.
- The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
- What is a communicative approach to teaching grammar?
- Teaching techniques and activities to support communicative-based grammar learning
- Designing and evaluating communicative grammar materials for the language classroom
- Preparation by student teachers of their own activities for teaching grammar
- Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

#### **Unit 05: Teaching Vocabulary**

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

#### **Unit 06: Assessing Language Performance**

- Some basic principles and key concepts in assessment
- Basic principles for assessing children's language learning
- Why do we test students?
- Tips and special considerations for Testing Young Learners
- Conflicts between classroom learning and classroom testing and ways of reducing these conflicts
- Ways of Marking Language Tests and Giving Feedback **Week 16**
- Designing Language Tests for Young Learners
- Samples of test types that can be used to test young learners



- In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation

### Reference Material

- Cameron, L. (2001) Teaching Languages to Young Learners. Cambridge: CUP. Fanselow, J. (1987) Breaking Rules. New York: Longman.
- Goh, C.M. (2007) Teaching Speaking in the Language Classroom. Singapore: SEAMEO-RELC. Harmer, J. (2001) The Practice of English Language Teaching. Harlow: Pearson Educational. Hughes, A. (2003) Testing for Language Teachers. Cambridge: CUP.
- Hyland, K. (2003) Second Language Writing. Cambridge: CUP.
- Lightbown, P. and N. Spada (1999). How Languages are Learned. Oxford: OUP. Nation, P. (2002) Managing Vocabulary Learning. Singapore: SEAMEO-RELC. Phillips, S. (1993) Young Learners. Oxford: OUP.
- Richards, J.C. (2001) Curriculum Development in Language Teaching. Cambridge: CUP. Richards, J.C. (2005) Communicative Language Teaching Today. Singapore: RELC. Swan, M. (2005) Practical English Usage. Oxford: OUP.
- Thornbury, S. (2005) Grammar. Oxford: OUP
- Ur, P. (1996) A Course in Language Teaching. Cambridge: CUP.

## COURSE TITLE: TEACHING OF MATHEMATICS

Course Code: EDU-243

Credit Hrs: 03

### Learning Objectives/Learning Outcomes:

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

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

### Unit 01: Introduction

- Nature of Mathematics.
- Place of Mathematics in secondary school curriculum.



- Educational value of Mathematics
- Use of mathematics in everyday life.
- Mathematics and other subjects)
- Use of Math in different vocations.

### **Unit 02: Methods of Teaching Mathematics:**

- Inductive Method.
- Deductive Method.
- Analytic method
- Synthetic Method.
- Heuristic Method.
- Project Method.
- Problem Solving Method

### **Unit 03: Techniques of Teaching Mathematics**

- Oral work, written work, assigned work.
- Discussions/ Group work.
- Drill and practice.
- Forms of classrooms organization (whole class, small group, individual work)

### **Unit 04: Teaching Aids and Mathematics Laboratory**

- Importance of teaching aids in mathematics teaching
- Some important modern teaching aids for Mathematics
- Mathematics laboratory in school..

### **Unit 05: Measuring Achievements in Mathematics**

- Preparation of different type of tests in mathematics.
- Using tests for diagnostic purpose Interpreting test results.

### **Unit 06: Planning Mathematics Learning**

- Importance of planning in teaching.
- Planning for the full course.
- Importance of lesson plans
- Qualities of good lesson plan.
- Development of model lesson plans.



### Reference Material:

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

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

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

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

How Students Learn: History, Mathematics, and Science in the Classroom

[www.nap.edu/catalog.php?record\\_id=10126#toc](http://www.nap.edu/catalog.php?record_id=10126#toc) Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:

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

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

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

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

### **COURSE TITLE: SCHOOL, COMMUNITY AND TEACHER**

**Course Code: EDU-244**

**Credit Hrs: 03**

### **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:

1. Understand the relationship between society, community and culture



2. Identify social interaction, its types and forms
3. Explain The role of school and teachers in developing social interaction for peace, hormone and tolerance in Pakistan
4. Define social Institutions
5. Analyze the relationship of family, religious, economic, and educational institutions
6. Define group and group dynamics
7. Elaborate types of social groups
8. Explain the role of teacher in molding individual and group behavior
9. Define and understand socialization, its types
10. Analyze the agencies of socialization
11. Explain stages of social development
12. 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 (6<sup>th</sup> 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

Z. Bana et al., 'Exploring Indigenous Leadership Practices: Case Study of School Principals in the  
Khyber Pakhtunkhwa Province', in A. Bashiruddin, Z. Bana, and A. K. Afridi (eds.), Education  
in Pakistan: Learning from Research Practices (Karachi: Oxford University Press, 2012).

#### **COURSE TITLE: TEACHING OF SOCIAL STUDIES**

**Course Code: EDU-245**

**Credit Hrs: 03**

#### **Learning Objectives/Learning Outcomes:**

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

1. Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship





2. Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
3. Recognize diversity and differences as assets and learn to evaluate different perspectives and biases
4. Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice

### Course Outline:

#### Unit 1: Citizenship and Human Rights Education

- Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship
- Key Concepts of Citizenship education
- Controversial Issues—What, Why and How to teach them
- Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues
- Links with other subject areas
- Citizenship rights
- The Evolution of the concept of Human Rights
- Rights and Responsibilities, Defining Human Rights
- Civil, Political, Social, Economic and Cultural Rights
- 
- Women's rights, Children's rights, Interdependence
- Human dignity, Justice, Equality, Freedom,
- Universality, Indivisibility—Are human rights universal?
- Reflection and Review

#### Unit 2: History - People, Past Events and Societies

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

#### Unit 3: Geography - People, Place and Environment





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

#### **Unit 4 Culture and Diversity**

- Rationale for the study of Culture
- The Dynamic Nature of Culture
- Groups and Institutions
- Society, Socialization
- Civilization
- Cultural Adaptation
- Assimilation, Acculturation
- Diffusion, Dissonance
- Multiculturalism and its implications
- Reflection and Review
- Interdependence
- Peace and Sustainability
- Understanding Peace and Conflict
- Why ‘Peace Education’, Teaching children the skills to resolve conflicts
- Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving
- Reflection and Review

#### **Unit 5: Power, Authority and Governance**

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

#### **Unit 6: Production, Distribution and Consumption**

- Definition of and Rationale for teaching and learning of Economics



- Conflict between wants and resources, Choice, Scarcity
- Opportunity cost
- Economic systems
- Production and distribution of Wealth
- Supply and demand
- Reflection and Review

### Reference Material

This website has worksheets, lessons and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics [www.educationworld.com](http://www.educationworld.com)

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

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

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

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

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

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

Citizenship foundation (2006) Controversial issues. Retrieved June 16, 2006, from [www.citizenshipfoundation.org.uk/main/page.php?12](http://www.citizenshipfoundation.org.uk/main/page.php?12).

Clarke, B. (1994) Citizenship: London and Colorado: Pluto Press.

Clough, N & Holden, C. (2002) Education for Citizenship: Ideas into Action. London: Routledge/Falmer



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**COURSE TITLE: THE TEACHING PRACTICUM**

**Course Code: EDU-246**

**Credit Hrs: 03**

**Learning Objectives/Learning Outcomes:**

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

1. Reflect on and learn from connecting theory and their teaching practice.
2. Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
3. Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
4. 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.
5. Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
6. 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
  - o 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,





Semester V

5 <sup>th</sup> Semester (18 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-350	Technical Writing and Presentation Skills	3(3+0)	Compulsory
EDU-351	Foundations of Education	3(3+0)	Foundation
<b>Select either group-A, group-B or group-C</b>			
Group-A (English and Urdu) Group-B (Physics and Mathematics) Group-C (Biology and Chemistry)			
<b>Note:</b> Students' opting for any of the above Group (A, B or C) in 5 <sup>th</sup> semester will have to continue the same group in coming 6 <sup>th</sup> and 7 <sup>th</sup> semester.			
EDU-352	English-I	3(3+0)	Content
EDU-353	Urdu-1	3(3+0)	Content
EDU-354	Physics-1	3(3+0)	Content
EDU-355	Mathematics-1	3(3+0)	Content
EDU-356	Biology-I	3(3+0)	Content
EDU-357	Chemistry-1	3(3+0)	Content
EDU-358	Curriculum Development	3(3+0)	Foundation
EDU-359	Educational Psychology	3(3+0)	Foundation
	<b>Total Credit Hours</b>	<b>18(18+0)</b>	

**Title of Course: Functional English – III (Technical Writing & Presentation Skills)**  
**Course Code: EDU-350**  
**Credit Hrs. 03**

**Learning Objectives/Learning Outcomes:**

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

- Identify elements of good technical communication
- Identify elements of an effective report
- Identify elements of a technical report
- Develop skills of technical presentations
- Develop academic writing skills

**Unit-1 introduction**

- What is technical writing?
- Difference between technical writing and academic writing
- Purpose and significance of technical writing
- How do I use technical writing in my content area?

**Unit-02 Elements of Good Technical Communication Clear**



- Unambiguous
- Exact meaning conveyed
- Symbols fully defined
- Figures and tables easily understood
- Concise
- Continuous or Complete
- Objective and honest

### Unit-03 Essay Writing

- Descriptive Essay
- Narrative Essay
- Discursive Essay
- Argumentative Essay

### Unit-04 Academic Writing

- Concept of Academic writing
- Importance of academic writing

### Unit-05 Vocabulary Building

- Concept of vocabulary
- Types of vocabulary
- Uses of vocabulary
- Strategies for vocabulary building
- Star model of select, teach, activate, and revisit
- Discussion starter web
- Crossword puzzles
- Vocabulary notebook

### Unit-06 Presentation Skills

- Understand the context of your presentation
- Analyze your audience
- Understand and articulate your purpose clearly

### Reference Material:

Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.  
Patterns of College Writing (4<sup>th</sup> edition) by Laurie G.Kirszner and Stephen R.  
Mandell.St.Martin's Press.

The Mercury Reader.A Custom Publication.Compiled by norther Illinois University. General



**University of Chitral**  
BECOME WHAT YOU WANT TO BE

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Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharon.  
(Note: A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).



**Title of Course: Foundations of Education**  
**Course Code: EDU-351**  
**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.

Semel, S. F. (2010). *Foundations of education: The essential texts*. USA: Routledge



**TITLE OF COURSE: ENGLISH-I**

**Coursecode: EDU-352**

Credit Hrs: (03)

**Course Description:**

Poetry is metrical and rhythmical language which enriches the imagination of readers through its beautiful lines. It arouses the aesthetic sense and it is due to this process that appreciation of poetry is born. This course will refine imagination of readers, through it, they will enjoy the rhythm, harmony and beauty of poetic lines and will also be able to criticize and study human life with all its aspects

**Learning Objectives/Learning Outcomes:**

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

- Develop their aesthetic sense and taste for poetry.
- Train their feelings and emotions
- Refine and enrich their power of imagination.
- Enjoy the rhythm, harmony and beauty of poetic lines.
- Students will know about different types of novel and poetry
- Capture central idea of poems

**PART A**

**Literature:**

**Unit 1: Introduction, function, Genres of literature**

**Unit 01. Novel and its Types**

- Romance scientific fiction,
- Historical fiction

**Unit 02. The Pearl**

- John Steinbeck (the author)
- Chapter 1, chapter 2, chapter 3

**Unit 03. The Pearl**

- Chapter 4
- Chapter 5
- Chapter 6

**Unit 04. Literary Elements in the Pearl**

- Imagery
- Allegory



- Metaphor
- Symbolism

(Poetry)

**Unit 05. Romantic Poetry**

- Ode to a Nightingale by John Keats
- To autumn by John Keats

**Unit 06. Victorian Poetry**

- Ulysses by Alfred Tennyson
- Break, Break ,Break by Alfred Tennyson

**Reference Books**

The Pearl by John Steinbeck (2006). Cambridge: Cambridge University Press.

The Romantic Poets by John Keats, George Gordon Byron, Percy Bysshe Shelley, William Wordsworth, Samuel Taylor Coleridge, Willian Blake (2005).

**Title of COURSE: URDU-I**

Course Code EDU-353

Credit Hour: 03

حاصلات تعلم

1) اصناف نثر اور پيس كے متعلق جام سكيں۔)2( اُردو ميں مكاتيب اور سوانح پر سير حاصل بحث كر سكيں  
3) مضموم اور سفر نامہ ميں شبلي نعماني ، مہدی آفادی ، مختار مسعود اور سر سيد احمد خام كے مقال كا تعين كر سكيں۔

4) اقباليات اور لسانیات كا جائزہ لے سكيں  
5) لسانیات كے اصوك اور قواعد كا جائزہ لے سكيں

( اُردو كے غزك گو شعراء كا جائزہ لے سكيں)6)

يونٹ نمبر 1: اصناف نثر اور اس كا ارتقاء

1-1: مضموم نگاری

1-2: مکتوب نگاری

1-3: خاكہ نگاری

1-4: تنقيد نگاری

1-5: سوانح نگاری

1-6: سفر نامہ نگاری





1.7: لسانیات

: اقبالیات 8.1

یونٹ نمبر 2: اُردو میں مکاتیب اور سوانح نگاری کا ارتقاء

2-1: مکاتیب مرزا غالب کی شخصیت اور کلال

2-2: غالب کا ط بنال نشی ہرگوپاک فتنہ

: سوانح نگاری از الطاف حسین خالی 3-2

یونٹ نمبر 3: اُردو میں مضموم اور سفرنامہ کا مقال

3-1: مسلمانوں کا قدیم طرز عمل (شبلی نعمانی)

3-2: سقراط (مہدی آفادی)

3-3: سر سید احمد خام کی علمی اور ادبی خدمات

3-4: سفر نصیب

: مختار مسعود کی سفر نامہ نگاری 5-3

یونٹ نمبر 4: اقبالیات اور لسانیات کا جائزہ

4-1: اقبالیات کا ادبی فن

4-2: ڈاکٹر سید عبداللہ کی تصانیف کا فنی اور فکری جائزہ

4-3: لسانیات کا تعارف

4-4: لسانیات کے اُصوک

: لسانیات کے قواعد 5-4

یونٹ نمبر 5: اُردو غزک

5-1: اُردو غزک اور پس کا ارتقاء

5-2: ولی دکنی اور میر تقی میر کی غزک گوئی کا فنی اور فکری جائزہ

5-3: ولی دکنی اور میر تقی میر کی غزک گوئی کا تقابلی جائزہ

5-4: غالب کی غزک گوئی کی خصوصیات

5-5: حسرت موہانی کی غزک گوئی کی خصوصیات

: احمد فراز کی غزک گوئی کی خصوصیات 6-5

منتخب غزلیں

غالب..... یہ نہ تھی ہماری قسمت کہ وصالک یار ہوتا  
احمد فراز..... اب کے تجدید وفا کا نہیں امکان  
میر تقی میر..... جیتے جی کوچہ دلدار سے جایا نہ گیا۔  
حسرت موہانی..... توڑ کر عہد کرل نا آشنا ہو جائیے۔  
جاناں



کتابیات

ڈاکٹر صابر کلروی، ابابام اُردو) ہ ا وک و دول (شعبہ اُردو پشاور یونیورسٹی نیو کلاسک پبلشرز صدر بازار ، نوشہرہ کینٹ۔  
بُ نیشنل پروفیسر ڈاکٹر فاروق چودھری ، اُردو آموز صرف و نحو، رموز اوقاف، تلفظ، تسمیہ، استعارہ،  
فونڈیشن اسلال آباد۔

## TITEL OF COURSE: PHYSICS-I

Course code EDU-354

Credit Hours: 03

### Learning Outcomes:

- At the end of the course, the students will be able to:
- Describe the nature, history and development of physics
- Develop skills of teaching physics
- Demonstrate skills and competencies required for teaching physics
- Make effective use of instructional materials in classroom teaching
- Properly plan the practical and lab activity for effective teaching of physics
- Know and apply evaluation techniques

### Part-I

#### Unit 1. Introduction

- Nature of Physics
- Educational value of physics
- Use of physics in everyday life
- Correlation of physics with other subjects

#### Unit 2. Mechanics

#### Unit 3. Circular motion

#### Unit 4. Garvitation.

#### Unit 3. Teaching Methods in Physics

- Demonstration method
- Lecture method
- Discussion method
- Project method

#### Unit 5. Unit/Lesson Planning in Physics

- Planning for lesson in physics



## Unit 6. Laboratory Use and management

- Importance of laboratory in teaching physics
- Laboratory management and safety

### Part-II: Practical work

#### LIST OF PROPOSED EXPERIMENTS TO BE INTRODUCED AT B.SC. LEVEL IS AS

##### Practical – A

##### Title of Experiment:

(Mechanics, Properties of matter, Heat, Waves, Electricity and Magnetism).

##### Practical – B

##### Title of Experiment

(Modern Physics and Electronics)

##### List of Suggested Projects

- Colliding objects.
- Energy transformations ET-1.
- Angular Momentum.
- Energy Transformation-II.
- Falling objects.
- Vibrating systems.
- Electrostatic Force.
- Building and Electrometer/application.
- Building high voltage power supply.
- Building an amplifier using op-amps.
- Building a low voltage power supply.
- To Construct an Electrical Resonance system.
- Magnetic forces.
- Centripetal force.

##### Reference Books:

Maera Johan; Physics teaching method (2016) Amos; Teaching Science in secondary School (2002)  
Nayak; Teaching of Physics (2004).  
Basil Bemsten; Pedagogy, symbolic control and identity (2000)



**TITLE OF COURSE: MATHEMATICS-I**

**Course Code: Edu-355**

**Credit Hours: 03**

**Preliminaries**

- Real numbers and the realline
- Functions and theirgraphs
- Shifting and scalinggraphs
- Solution of equations involving absolutevalues
- Inequalities
- Complex numbers system. Polar form of complex numbers, De Moivr'stheorem
- Circular function, hyperbolic functions,logarithmic

**Limit and Continuity**

- Limit of a function, left hand and right hand limits, Theorems oflimits
- Continuity, Continuousfunctions

**Derivatives and its Applications**

- Differentiablefunctions
- Differentiation of polynomial, rational and transcendentalfunctions
- Mean value theorems andapplications
- Higher derivatives, Leibniz'stheorem
- L'HospitalsRule
- Intermediate value theorem, Rolle'stheorem
- Taylor's and Maclaurin's theorem with theirremainders

**Integration and Definite Integrals**

- Techniques of evaluating indefiniteintegrals
- Integration by substitutions, Integration byparts
- Change of variable in indefiniteintegrals
- Definite integrals, Fundamental theorem ofcalculus
- Reduction formulas for algebraic and trigonometricintegrands
- Improper integrals, Gammafunctions

**Recommended Books**

1. Thomas, *Calculus*, 11<sup>th</sup> Edition. Addison Wesley Publishing Company,2005
2. H. Anton, I. Bevens, S. Davis, *Calculus*, 8<sup>th</sup> Edition, John Wiley & Sons, Inc. 2005
3. Hughes-Hallett, Gleason, McCallum, et al, *Calculus Single and Multivariable*, 3<sup>rd</sup> Edition. John Wiley & Sons, Inc.2002.
4. Frank A. Jr, Elliott Mendelson, *Calculus*, Schaum's outlines series, 4<sup>th</sup> Edition,1999
5. C.H. Edward and E.D Penney, *Calculus and Analytics Geometry*, Prentice Hall, Inc. 1988
6. E. W. Swokowski, *Calculus and Analytic Geometry*, PWS Publishers, Boston,



Massachosetts, 1983.

**COURSE TITLE BIOLOGY-I**

**Course Code: Edu-356**

**Credit Hours: 03**

**Learning Objectives/Learning Outcomes:**

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

- Differentiate Branches of Biology
- Definition of Balance diet, Malnutrition
- Explain Basic units of classification

**Course Content**

**Unit-1 Introduction to Biology**

- Branches
- Importance
- Objectives
- Methods

**Unit-2 Basic Components of Living Organisms**

- Carbohydrates
- Proteins
- Lipids

**Unit-3 Food and Nutrition**

- Balance diet
- Malnutrition
- Importance

**Unit-4 Cell and its Organelles**

- Composition
- Structure, Function

**Unit-5 Microorganisms**

- Bacteria
- Viruses
- Diseases

**Unit-6 Diversity of Life**

- Basic units of classification

**Unit-7 Invertebrate Phyla**

- Protozoa to Echinoderms



**TITLE OF COURSE: CHEMISTRY-I**

**Course Code: 357**

**Credit Hours: 03**

**Course Outcomes: Students will be able to:**

- Increase their chemistry content knowledge for chemistry, physical chemistry, biochemistry and information for teaching in the primary, elementary and middle grades.
- Provides the biochemistry background, students need to succeed in joining medical schools
- Increase their confidence, competence, interest, and enthusiasm for chemistry by exploring and doing chemistry.

**Course Outline:**

**Unit 01: Physiochemical aspects**

- Hydrogen ion concentration and pH notation
- Buffer solution
- Indicators and Ph-meter
- The colloidal state
- Adsorption, surface tension
- viscosity

**Unit: 2 Introductions to Inorganic Chemistry**

- Periodic table
- Elements of periodic table
- S-Block elements, their structure and position in the periodic table
- F-Block elements, their structure and position in the periodic table
- D-Block elements, structure and position in the periodic table

**Unit: 3 Introductions to Organic Chemistry**

- Alkyl, halides, alcohol, phenol, ethers aldehydes, ketones and carboxylic acids and their derivatives
- Reaction mechanism
- Organic Spectroscopy: UV, IR, and mass spectrometric methods and their uses.

**Unit :4. Enzymes (Biochemistry)**

- Introduction
- The mechanism of enzyme reactions
- Chemical nature of enzymes
- Important coenzymes and their actions
- Classification of enzymes



### Unit: 5. Carbohydrates

- Introduction
- Classification of carbohydrates
- Special role of carbohydrates

### Unit: 6. Nucleic Acids

- Introduction
- Components of nucleic acids
- DNA/RNAs
- Comparison and contrast between RNA and DNA

### Unit: 7. Lipids

- Introduction to lipids
- Classification of lipids
- Compound and complex lipids
- Functions of lipids

### Recommended Book

March, J., Advanced Organic Chemistry. John Wiley & Sons, New York, Brown, W. H. Introduction to Organic Chemistry, Saunders College Publishing, Tokyo.

J. E. Huheey., E.A. Keiter., and R.L. Keiter, Inorganic Chemistry: Principles of Structure and Reactivity, 4<sup>th</sup>Ed., Harper & Row, New York, 2001.

Ahmad Mushtaq., Essentials of Medical Biochemistry, vol,1.seventh Edition,2000.

### TITLE OF COURSE: CURRICULUM DEVELOPMENT

Course Code: EDU-358

Credit Hrs. 03

### Learning Objectives/Learning Outcomes:

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

- Understand the concept of curriculum
- Aware about the process of curriculum development in Pakistan
- Examine the components of curriculum development
- Differentiate between different types of curriculum
- Write curriculum objectives in behavioral terms
- State the critical issues, problems and trends in curriculum

### Course Outline:





### Unit 01: Introduction to Curriculum

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

### Unit 02: Foundations of Curriculum

- Philosophical
- Psychological
- Sociological

### Unit 03: Curriculum: Aims, Goals and Objectives

- Distinction between aims, goals & objectives
- Taxonomies of educational objectives
- Cognitive domain
- Affective domain
- Psychomotor domain
- Solo Taxonomy of educational objectives

### Unit 04: Models of Curriculum

- Tyler Model
- Wheeler Model
- Dynamic Model
- Skel Beck Model

### Unit 05: Designs of Curriculum

- Subject-based
- Activity-based

### Unit 06: Process of Curriculum Development in Pakistan

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

### Unit 07: Curriculum Change

- Process of Curriculum Change
- Various issues in Curriculum change
- Curriculum change in Pakistan

### 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*, (5<sup>th</sup>ed), Sharma R.C (2002). *Modern Methods of Curriculum Organization*. New Delhi:

## **TITLE OF COURSE: EDUCATIONAL PSYCHOLOGY**

**Course Code: EDU-359**

**Credit Hrs: 03**

### **Learning Objectives/Learning Outcomes:**

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

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

### **Course Outline**

#### **Unit 1. Introduction to psychology**

- Schools of thoughts
- Structuralism
- Functionalism
- Behaviorism
- Nature and function of educational Psychology
- Four way teaching agenda of educational Psychology

#### **Unit 2 Fundamentals of Human Development**

- Overview of Growth and Development
- General nature of growth and Development
- Factors influencing Child Development

#### **Unit 3 Learning**

- Definition of learning
- Learning theories
- Learning Process

#### **Unit 4 Information Processing**

- What is Memory
- Parts of memory
- What is Forgetting
- Methods to improve memory



### **Unit 5 Intelligence**

- Concept of intelligence
- Theories of intelligence
- Individual difference
- Intelligence Testing

### **Unit 6 Measurement and evaluation in educational Psychology**

- Test
- Characteristics of Test
- Reliability
- Validity
- 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

6 <sup>th</sup> Semester (15 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-361	Contemporary Issues and Trends in Education	3(3+0)	Professional
<b>Select either group-A, group-B or group C</b>			
Group-A (English and Urdu)			
Group-B (Physics and Mathematics)			
Group-C(Biology and Chemistry)			
EDU-362	English-II	3(3+0)	Content
EDU-363	Urdu-II	3(3+0)	Content
EDU-364	Physics-II	3(3+0)	Content
EDU-365	Mathematics-II	3(3+0)	Content
EDU-366	Biology-II	3(3+0)	Content
EDU-367	Chemistry-II	3(3+0)	Content
EDU-368	Comparative Education	3(3+0)	Professional
EDU-369	Introduction to Guidance and Counselling	3(3+0)	Professional
	<b>Total Credit Hours</b>	<b>15(15+0)</b>	

**TITLE OF COURSE: CONTEMPORARY ISSUES AND TRENDS IN EDUCATION**

**Course Code: EDU-361**

**Credit Hrs: 03**

**Learning Objectives/Learning Outcomes:**

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

- 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 21<sup>st</sup> 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.
- Mohantry, Jagannath. *Primary and Elementary Education*, Deep & Deep Publication Private Ltd. Pakistan, Govt: (2003). *Education for All*, Ministry of Education Curriculum Wing Islamabad.
- Rao, V. K. (2004). *Population Education* efficient Printer, New Delhi. Sylvester, C. (1994). *Feminist Theory and International Relation*, in Post Modern Era, Cambridge University Press.
- UNESCO, Pakistan (2004). *Quality of education in Pakistan*, UNESCO Office, Islamabad.
- Usmani, B. D. (2004). *Women Education in 21<sup>st</sup> Century Annual publication*, New Delhi.
- W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia.
- Walt, S. (1992). *The Renaissance of Security Students*, New York. Colombia Press.



**TITLE OF COURSE: ENGLISH-II**

**(Linguistics & Literature)**

**Course Code: 362**

**Credit Hours: 03**

**Learning Objectives/Outcomes: It will enable the students to:**

- Evaluate critically the performance of the Characters in the dramas.
- Become aware and use a variety of dramatic forms and techniques to express ideas and feelings.
- Get opportunity to explore the nature and complexity of the English Language.
- Understand the basic nature and branches of linguistic inquiry
- Understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects.

**Part- A**

**Chapter 1: Language & Linguistics**

- What is language?
- Language as a form of Human Communication
- Jorge Yule Characteristics of Human Language
- What is Linguistics

**Chapter 2 Phonetics & Phonology**

- Phones and Phonetics
- Classification of Sounds
- Vowels and Sounds
- Classification of Consonants
- Classification of Vowels (Allophones, Syllable)

**Chapter 3 Morphology**

- Words
- Morphemes Types (Inflection, Derivational)
- Word Classes
- Word formation process

**Chapter 4 Syntax**

- Grammar and Inflectional Morphology
- Sentence Structure
- Phrase Structure
- Clauses
- Grammatical Relations





**Part B: Literature (Drama)**

**Chapter 5 A Man for all Seasons**

- Robert Bolt: the Author
- Act I, Scene I, II, III, IV
- Act I, Scene V, VI, VII, VIII
- Act II, Scene I, II, III, IV

**Chapter 6 A Man for All Seasons**

- Act II, Scene V, VI, VII, VIII, IX, X

**Characterization**

- Sir Thomas More
- The common Man
- Richard Rich
- Thomas Cromwell

**Chapter 7 Literary Elements in A Man for all Seasons**

- Themes
- Metaphor
- Symbolism

**Reference:**

The study of language by Yule, George (2006). Cambridge: Cambridge University Press. Press.

A man for All Seasons by Robert Bolt (2004). Edinburge: Edinburgh University Understanding language change by MacMahon, April (2002). Cambridge.

**TITLE OF COURSE: URDU-II**

**Course Code: 363**

**Credit Hours: 03**

حاصلات تعلم

کورس پڑھنے کے بعد طلباء یس قابل ہو جائیں گے کہ:

افسانوی ادب اور یس کے ارتقاء کا جائزہ لے سکیں  
داستانم، ناوک، افسانہ اور ڈرامہ کا تقابلی جائزہ پیش کر سکیں

اصناف نثر کا تعارف اور یس کے ارتقاء ک

کلاسیکی اصناف نظم کا تعارف کر سکیں

(قصیدہ، نوی اور مرہ ک کا تقابلی جائزہ پیش کر سکیں

منتخب اصناف نظم کا موازنہ کر سکیں



اُردو شاعری میں طنز و مزاح کا تعارف کر سکیں  
منتخب مزاحیہ شاعری کا موازنہ کر سکیں  
علم بیام اور علم بدیع کا موازنہ کر سکیں

: افسانوی ادب اور پیس کا ارتقاء [باب نمبر

- 1-1 داستام سیر پہلے درویش کی (میر امن دہلوی)
  - 1-2: ناوک—مرآةالعروس (ڈپٹی نذیر احمد)
  - 1-3: افسانہ شکوہ شکایت (پریم چند)
  - 1-4: ڈرامہ ---انار کلی (سید امتیاز علی تاج)
- باب نمبر 2: کلاسیکی اصناف نظم
- 2-1: اُردو نظم تعارف و ارتقاء
  - 2-2: قصیدہ- دل دروا زہ خاور کھلا (اسد اللہ خام غالب)
  - 2-3: نوی ی سحر البیام سے انتخاب (میر حسن)
  - 2-4: مرہ ک—کس شیر کی آمد ہے۔ (مرزا دبیر)
  - 2-5: نظم گو مقتدمین

ن اکبر آبادی کی نظم بنجارہ نامہ کا فنی و فکری جائزہ

علامہ محمد اقبال کی نظم ساقی نامہ کا فنی فکری جائزہ

2-6 جدید نظم گو شعراء

مصطفیٰ زیدی کی فیض احمد فیض کی نظموں کا فنی و فکری جائزہ

باب نمبر 3: مزاحیہ شاعری

3-1: اُردو شاعری میں طنز و مزاح

3-2: اکبر آلہ آبادی

3-3: مرزا محمود سرحدی

3-4: مشتاق احمد یوسفی

3-5: ضمیر جعفری

باب نمبر 4 : علم بیام

4-1: علم بدیع اور علم بیام میں فرق



4-2 ادبی اصطلاحات اور انکا تعارف

4-3: صحت پیام

"منتخب ضرب الامثاڪ"

4-4: تزكیر و تانیث

كتابیات

ڈاکٹر صابر کلوروی، ابابام اُردو(حص)

پروفیسر ڈاکٹر فاروق نہ اوک و دول (شعبہ اُردو پشاور یونیورسٹی نیو کلاسک پبلشرز صدر بازار ، نوشہرہ کینٹ۔  
چودھری ، اُردو آموز صرف و نحو، رموز اوقاف، تلفظ، تسمیہ، استعارہ، نیشنل

### TITLE OF COURSE: PHYSICS-II

Course Code: Edu-364

Credit Hours:03

#### Learning Objectives/Learning Outcomes:

- After completing this course, pre-service teachers will be able to:
- Explain waves & Oscillation.
- Define sound & light.
- Calculation of Carnot engines, efficiency of heat engines.

#### Unit 1. Harmonic Oscillations

- Simple harmonic oscillation
- Application of SHM
- SHM and uniform circular
- Motion, combinations of Harmonic motions.
- Damped Harmonic Motion.
- Simple pendulum.
- Forced Oscillation and resonance.

#### Unit 2. Waves

- Mechanical waves travelling waves. ;
- Waves speed.
- Wave equation.
- Power and intensity in wave motion.
- Principle of superposition

#### Unit 3. Sound

- Beats Phenomenon.
- Doppler Effect.
- object and source moving.

#### 4.Light



- Nature of light.
- Light as an Electromagnetic wave.
- Visible light (Physical characteristics)

#### UNIT 4. INTERFERENCE

- Interference from thin films.
- Michelson Interferometer.
- Diffraction.
- Diffraction from multiple slits
- Diffraction grating
- Holography.
- Polarization.
- polarization by polarizing sheets, by reflection, by double refraction and double scattering.
- Description of polarization

#### Unit 5. Thermodynamics

- Temperature, Kinetic theory of the ideal gas, work done on an ideal gas.
- Internal energy of an ideal gas.
- Intermolecular forces.
- 

#### Unit 7. Heat

- Review of previous concepts.
- First law of thermodynamics, transfer of heat.

### TITLE OF COURSE: MATHEMATICS-II

Course Code: 365

Credit Hours:03

#### Vector Algebra

- Introduction to vector algebra
- Scalar and vector product
- Scalar triple product and vector triple product
- Applications to geometry

#### Vector Calculus

- Limit, continuity and differentiability of vector point functions
- Partial derivatives of vector point functions
- Scalar and vector fields



- The gradient, divergence and curl
- Expansion formulas.

**Forces**

- Fundamental concepts and principles
- Inertial-non-inertial frames, Newton's laws
- Resultant of several concurrent forces
- The parallelogram law of forces
- Resolution of a forces, triangle of forces
- Lamy's theorem, polygon of forces
- Conditions of equilibrium for a particle
- External and internal forces, principle of transmissibility
- Resultant of like and unlike parallel forces
- Moment of forces about a point, Varignon's theorem
- Moment of a couple, equivalent couples, composition of couples
- Reduction of coplanar forces to a force or a couple

**Friction**

- Dry friction and fluid friction
- Laws of dry friction, coefficients of friction, angle of friction
- Equilibrium of a particle on a rough inclined plane
- Particle on a rough inclined plane acted on by an external force
- Conditions for sliding or tipping



#### Virtual Work

- Principle of virtual work
- Problems involving tensions and thrust

#### **Recommended Books**

1. Fowles, G.R, Cassiday, G.L. *Analytical Mechanics*, 7<sup>th</sup> Edition, Thomson Brook Cole, 2005
2. Jafferson, B. Beadsword, T. *Further Mechanics*, Oxford University Press, 2001
3. Joseph F, Shelley. *Vector Mechanics*, Mc-Graw Hill Company, 1990

#### **TITLE OF COURSE: BIOLOGY-II**

**Course Code: Edu-366**

**Credit Hours:03**

Learning Objective/Outcomes: At the end of this course, students will be able to;

- Differentiate between systems of human being
- Definition of Natural Selection, Lamarckism, Darwinism
- Explain Aquatic, Aerial, Cursorial, Fossorial & Arborea

#### Course Outline

#### **Unit.1. Nervous System of human being**

- Introduction
- Organs in nervous system

#### **Unit: 2 Digestive System**

- Introduction
- Function
- Role

#### **Unit 3 Respiratory system**

- Introduction
- Function
- Role

#### **Unit: 4. Angiosperms and Gymnosperms**

- Families of angiosperms



- Families of angiosperms

#### Unit: 5. Genetic

- Law of segregation
- Law of independent Assortment
- Law of incomplete Dominance

#### Unit: 6. Ecosystem

- Pond ecosystem
- Grassland Ecosystem
- Forest Ecosystem

#### Recommended Book.

March, J., gymnosperms, John Wiley & Sons, New York

Brown, W. H., Introduction to angiosperms, Saunders College Publishing, Tokyo, Ahmad

Mushtaq., Essentials of Medical Biochemistry, vol1.seventh Edition, 2000s.

#### TITLE OF COPURSE: CHEMISTRY-II

Course Code: Edu-367

Credit Hours:03

#### Unit.1. S, P block Elements

##### 3<sup>rd</sup> period (NA-Ar)

- Group 1 elements
- Group II elements
- Group IV elements
- Group VII A elements

#### Unit: 2 Organic compounds

- Introduction to organic compounds
- Sources of organic compounds
- Coal as a source of organic chemistry
- Characteristics of organic compound
- Uses of organic compound
- Functional group and homologous series

#### Unit: 3 Hydrocarbons

- Types of hydrocarbons
- Alkanes and cycloalkanes
- Alkenes
- Benzenes

#### Unit :4. Introduction to Industrial Chemistry





- Introduction
- Dyes
- Pesticides
- Petrochemicals
- Cosmetics

#### **Unit: 5. Introduction to Environmental Chemistry**

- Chemistry of the troposphere
- Global warming and climate change
- Acid rain
- Green chemistry

#### **Unit: 6. Introduction to analytical Chemistry**

- Classical methods of analysis
- Modern methods of analysis
- Ultra violet and visible spectrophotometer

#### **Recommended Books**

March, J., Advanced Organic Chemistry, John Wiley & Sons, New York.

Brown, W. H., Introduction to Organic Chemistry, Saunders College Publishing, Tokyo. Ahmad Mushtaq., Essentials of Medical Biochemistry, vol.1.seventh Edition, 2000s.

Robert K. Murray, daryal K. Granner, peter A Rodwell, Harper's illustrated Biochemistry 26<sup>th</sup> Ed., Lange Mc Graw Hill United States, 2003.

#### **TITLE OF COURSE: COMPARATIVE EDUCATION**

**Course Code: 368**

**Credit Hours: 03**

#### **Learning Objectives/Outcomes:**

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

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

#### **Course Outline**

##### **Unit 01. Introduction to Comparative Education**

- Concept of comparative education, meaning, need and scope
- Purpose of comparative education
- Methods & Comparative Education



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

- Objectives
- Curricula
- Teaching methodology
- Assessment and evaluation (student achievement, examination system)
- Facilities
- Educational structure
- Administrative and financial set up
- Teacher education

**Unit 03. Comparative View of Systems of Education in Pakistan**

- Private and Public
- Madrasah and formal education
- Formal vs. Distance and non-formal education

**Unit 04. Comparative Education in Developed Countries**

- USA
- UK
- Japan
- Singapore

**Unit 05. Comparative Education in Developing Countries**

- India
- China
- Malaysia
- Pakistan

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

- Quality Education
- Education For All
- Recruitment of teachers at elementary and secondary levels

1.1. Admission procedure at higher education level.

**Recommended Books:**

Arnove, R.F. & Torres, C.A (1999). *Comparative Education. The Dialectic of the Global and the Local.* Rowman & Littlefield, New York.

Noah, H. and Eckstein, M. (1998) *Doing Comparative Education: Three Decades of Collaboration.* Comparative Education Research Centre, University of Hong Kong.

Hans, N. (1949). *Comparative education.* London: Routledge & Kogan Paul Limited

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

Manzon, Maria (2011). *Comparative Education: The Construction of a Field.* SPRINGER

Sodhi, T.S. (1983). *A textbook of comparative education.*

**TITLE OF COURSE: INTRODUCTION TO GUIDANCE AND COUNSELING**

**Course Code: EDU-369**



**Credit Hrs: 03**

**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” DrAbdur Rauf. 4<sup>th</sup> 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.



**Semester VII**

<b>7<sup>th</sup> Semester (18 Credit Hours)</b>			
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Group</b>
<b>Select either group-A, group-B or group-C</b>			
Group-A (English and Urdu)			
Group-B (Physics and Mathematics)			
Group-C(Biology and Chemistry)			
EDU-470	English-III	3(3+0)	Content
EDU-471	Urdu-1II	3(3+0)	Content
EDU-472	Physics-1II	3(3+0)	Content
EDU-473	Mathematics-1II	3(3+0)	Content
EDU-474	Biology-III	3(3+0)	Content
EDU-475	Chemistry-1II	3(3+0)	Professional
EDU-476	Inclusive Education	3(3+0)	Professional
EDU-477	Educational Management and Leadership	3(3+0)	Professional
EDU-478	Research Methods in Education	3(3+0)	Professional
EDU-479	Teaching Practice	3(3+0)	Short term
	<b>Total Credit Hours</b>	<b>18(18+0)</b>	

**TITLE OF COURSE: ENGLISH-III**

**Course Code: Edu-470**

**Credit Hours:03**

**Learning Objectives/Outcomes:** students will be able to:

- Explore the nature and complexity of the English Language
- Understand the basic nature and branches of linguistic inquiry
- Understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects

Course Outline:

**PART A (LINGUISTICS)**



### Unit 01. Semantics

- Conventional meaning Vs Social and affective meaning
- Reference
- Denotation and Connotation
- Semantic Features

### Unit 02 Discourse Analysis

- Discourse
- Cohesion
- Coherence
- Speech events
- Information structure

### Unit03 Sociolinguistics

- Introduction
- Dialect , Sociolect
- Register
- Pidgin
- Standard Language
- Types of Language Variation
- Variation in English

### PART B: LITERATURE ( Prose)

1. Essays by Francis Bacon
  - Of revenge
  - Of parents and Children
  - Of truth
2. Essay by Bertrand Russel
  - Functions of teacher
3. Essay by Charles Lamb
  - Chimney Sweeper

### Reference Materials:

The study of language by Yule, Geogre (2006)..Cambridge: Cambridge University Press. Discourse Analysis by Georgakopoulou, AlexandraDionysisGoutsos (2004). Edinburgh: Edinburgh University Press.

Understanding Language Change by MacMahon, April (2002)..Cambridge:Cambridge University Press.



Course Code: Edu-471

Credit Hours: 03

حاصلات تعلم

کورس کے اختتام پر طلباء اس قابل ہو جائیں گے کہ:

- 1- سیرت کا مفہول، اہمیت پر سیر حاصل بحث کر سکیں
- 2- اُردو کے تاریخ میں سیرت نگاری کے آغاز اور موجود کُتب پر بحث کر سکیں۔
- 3 - مختار مسعود کی کتاب آواز دوست کا تنقیدی جائزہ لے سکیں۔
- 4- مختار مسعود کی کتاب آواز دوست میں موجود مضامین کے حوالے سے مختار مسعود کے اسلوب کا فنی و فکری جائزہ لے سکیں،
- 5- رپور تاژ (کشمیر اداس ہے) کے حوالے سے تکنیکی انداز میں تصنیف کا مطالعہ کر سکیں۔

باب نمبر 1 سیرت

اُردو میں کُتب سیرت سیرت کا مفہول، سیرت کا اہمیت، سیرت نگاری کا آغاز

باب نمبر 2 آواز دوست

مصنف مختار مسعود کتاب کا نال  
آواز دوست کے مضامین (ا) مینار پاکستان (ث) چطر  
الرجاك  
آواز دوست سے اقتباس: قائد اعظم مختار مسعود کا اسلوب  
(ا) تکنیک (ب) اسلوب بیام

باب نمبر 3 کشمیر اداس ہے

باب نمبر 4 غزلیات غالب و حالی

باب نمبر 5 اُردو ناوک

1- ناوک اور اسکے متعلقات ناوک کی عریف  
اجزائے ترکیبی

معیاری ناوک کے شرائط اُردو ناوک کا ارتقاء  
آنکن کی کہانی آنکن کا تنقیدی جائزہ  
آنکن کا پلاٹ، کردار منظر نگاری  
اسلوب

نقطہ نظر

باب نمبر 6

اشفاق احمد اور انتظار حسین کی افسانہ  
افسانہ اور افسانوں کا کاپا کلپ نگاری  
تجزیہ





باب نمبر 7

علامہ محمد اقبال (خضر راہ) متن فنی اور فکری جائزہ

باب نمبر 8

اُردو میں انشائیہ نگاری

مضموم اور انشائیہ میں فرق

طنز و مزاح نظیر صدیقی

آواز دوست کا جائزہ

ڈاکٹر صابر کلوری، ابابام اُردو) حص نہ اوک و دول (شعبہ اُردو پشاور یونیورسٹی نیو کلاسک پبلشرز صدر بازار ،  
نوشہرہ کینٹ۔ پروفیسر ڈاکٹر فاروق چودھری

### TITLE OF COURSE: PHYSICS-III

Course Code: Edu-472

Credit Hours: 03

Learning Objectives/Outcomes: Students will be able to:

- Demonstrate knowledge of the importance of physics
- Explain the role of various principle which used in our daily life
- Differentiate between force and motion
- Understand the application of physics in daily life

#### Course Outline:

Unit 01. Modern physics

Unit 02. Theory of relativity

Unit 03. Radioactivity

Unit 04. Work and Energy

Unit 05. Atomic particles

Unit 06. Statistical mechanics

Unit 07. Electrostatics

Unit 08. Magnetic field effects



**TITLE OF COURSE: MATHEMATICS-III**

**Course Code: Edu-473**

**Credit Hours: 03**

**Course Outline:**

**Plane Analytics Geometry**

- Conic section and quadratic equations
- Classifying conic section by eccentricity
- Translation and rotation of axis
- Properties of circle, parabola, ellipse, hyperbola
- Polar coordinates, conic sections in polar coordinates
- Graphing in polar coordinates
- Tangents and normal, pedal equations, parametric representations of curves

**Applications of Integration**

- Asymptotes.
- Relative extrema, points of inflection and concavity
- Singular, points, tangents at the origin
- Graphing of Cartesian and polar curves
- Area under the curve, area between two curves
- Arc length and intrinsic equations
- Curvature, radius and centre of curvature
- Involute and evolute, envelope

**Analytic Geometry of Three Dimensions**

- Rectangular coordinates system in space
- Cylindrical and spherical coordinates system
- Direction ratios and direction cosines of a line
- Equation of straight lines and planes in three dimensions



- Shortest distance between skewlines
- Equation of sphere, cylinder, cone, ellipsoids, paraboloids, hyperboloids
- Quadric and ruled surfaces
- Spherical trigonometry. Direction of Qibla

#### Recommended Books

1. Thomas, *Calculus*, 11<sup>th</sup> Edition. Addison Wesley publishing company, 2005
2. H. Anton, I. Bevens, S. Davis, *Calculus*, 8<sup>th</sup> Edition, John Wiley & Sons, Inc. 2005
3. Hughes-Hallett, Gleason, McCallum, et al, *Calculus Single and Multivariable*, 3<sup>rd</sup> Edition. John Wiley & Sons, Inc. 2002.
4. Frank A. Jr, Elliott Mendelson, *Calculus*, Schaum's outlines series, 4<sup>th</sup> edition, 1999
5. C.H. Edward and E.D Penney, *Calculus and Analytic Geometry* Prentice Hall, Inc. 1988
6. E.W. Swokowski, *Calculus and Analytic Geometry* PWS Publishers, Boston, Massachusetts, 1983.

#### TITLE OF COURSE: BIOLOGY-III

Course Code: Edu-474

Credit Hours: 03

#### Learning Objectives/Outcomes:

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

- Differentiate between Stages of development and Regeneration
- Define Natural Selection, Lamarckism, Darwinism
- Explain Concept of DNA/ RNA

#### Unit-1 Developmental Biology

- Stages of development
- Regeneration

#### Unit-2 Animal Behavior

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

#### Unit-3 Zoogeography

- Regions
- Distribution of Animals
- Barriers

#### Unit-4 Economic Zoology



- Cultures
- Zoonosis
- Animal products

#### Unit-5 Biotechnology

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

#### Recommended Books

Hickman, C. P., Roberts, L. S., Larson, A., Ober, W. C., & Garrison, C. (2001). *Integrated principles of zoology* (Vol. 15). New York: McGraw-Hill.

Moody, P. A. (1953). Introduction to evolution.

Müller, P. (2012). *Aspects of zoogeography*. Springer Science & Business Media.

Odum, E. P. (1997). *Ecology: a bridge between science and society*. Sinauer Associates Incorporated.

Scott, J. P. (1958). Animal behaviour. *Animal Behaviour*.

Shukla, G. S., & Upadhyay, V. B. (2010). *Economic Zoology*. Rastogi Publications.

### TITLE OF COURSE: CHEMISTRY-III

Course Code: Edu-475

Credit Hours: 03

Learning Objectives/Outcomes: students will be able to:

- Differentiate between metal and non metals

#### Course Outline:

##### Unit 1: Metals and Non metals

- Transition metals
- Post transition metal
- Metalloids
- Non metal

##### Unit 2: Analytical Chemistry

- Introduction



- Traditional methods
- Modern methods

### Unit3. Spectroscopy

- Definition
- Principles of spectroscopy
- Types of spectroscopy
- UV spectroscopy
- IR spectroscopy

### Lab (1 Cr. Hr.)

- Determination of viscosity and refractive index of liquids.
- Determination of percent composition of liquid solutions viscometrically.
- Determination of refractive index and molar refractivity.
- Determination of percent composition of liquid solutions by refractive index measurements.
- Determination of molecular weight of a compound by elevation of boiling point (ebullioscopic method).
- Determination of molecular weight of a compound by lowering of freezing point (cryoscopic method).
- Determination of heat of solution by solubility method.
- Determination of heat of neutralization of an acid with a base.
- Kinetic study of acid catalyzed hydrolysis of ethyl acetate.
- Determination of partition coefficient of a substance between two immiscible liquids.

**Title of Course: Inclusive Education**

**Course Code: EDU-476**

**Credit Hrs: 03**

### 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.



**Course Outline:**

**Unit 01. Introduction**

- Definition and Concept of Inclusion
- Rationale for Inclusive Education
- The Ethical Issues
- The Socialization Issues
- Developmental issues
- Supporting Inclusion
- Structuring Child-Child Interactions
- Planning Classroom Activities
- Professional Collaboration
- Benefits of Inclusion Benefits for Children with Disabilities
- Benefits for Typically Developing Children
- Benefits for Families
- Benefits for Society
- Concerns and Challenges of Inclusion

**Unit 02. Inclusion Strategy**

- Identify Classroom Environmental, Curricular, and Instructional Demands
- Note Student Learning Strengths and Needs
- Check for Potential Areas of Student Progress
- Look for Potential Problem Areas
- Use Information Gathered to Brainstorm instructional Adaptations
- Decide which adaptations to Implement
- Evaluate Student Progress

**Unit 03. Inclusion Models**

- Programmes where Students Receive Education in General Education Classroom
- Methods to Enhance Inclusion of Students with Disabilities

**Unit 04. Adaptations Necessary for Inclusion**

- Student with Low-Incidence Disabilities
- Students with Moderate, Severe, or Multiple Disabilities



- Students with Sensory Impairments
- Students with Physical or Health Disabilities
- Students with Autism
- Students with High-Incidence Disabilities Students with Communication Disorders
- Students with learning and Behaviour Disabilities
- Other Students with Special Needs Attention Deficit/Hyperactivity Disorder (ADHD).

#### **Unit 05. Analyzing Instructional Environment**

- Perspective of developed countries
- Organization of Inclusive Classroom
- Group Formation for all Students for Instruction in Inclusive
- Classroom Instructional Materials for Inclusive Classrooms
- Instructional Methods in Relation to Student Needs

#### **Unit 06. Perspective of Pakistan of other developing countries**

- Local expertise and training available
- Establishment of inclusive schools in the country
- Literature promotion of the concept
- Short term and long term training provisions
- Issues and concerns

#### **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

**Title of Course: Educational Management and Leadership**

**Course Code: EDU-477**

**Credit Hrs. 03**

#### **Learning Objectives/Outcomes:**

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

1. Explain the concept of school organization, management and discipline and factors affecting





school discipline

2. Organize school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
3. Differentiate sheet between the concept of leadership and management utilizing the major indicator of effective leadership management.
4. Maintain school record and activities according to the school mandate.
5. Explain the functions of basic rules of leave pay and allowances E & D, codes of ethics

### **Course Outline:**

#### **Unit 01: Introduction to Management**

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

#### **Unit 02: Process of Management**

- Planning
- Organizing
- Staffing
- Communicating
- Controlling
- Budgeting

#### **Unit 03: Resource Management**

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

#### **Unit 04: Rules and Regulations**

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

#### **Unit 05: Records in Educational Institutions**

- Attendance register



- Leave register
- Stock register
- Cash register (fee, different kind of funds)
- Personal files of teachers and other staff
- Other academic record (students result, staff meetings etc.)

#### **Unit 06: Theories of Leadership**

- Trait Theories
- Contingencies Theories

#### **Unit 07: Leadership Style**

- Democratic
- Autocratic
- Lauzis-faire
- Leadership style and Headship

#### **Reference Material:**

Afridi, A. (1998). *School organization*: Ijaz Publishers.

Bovee, C.L. et al. (1995). *Management*. International Edition. New York: McGraw Hill, Inc.

Burden, R.P. (1995). *Classroom management and discipline: Methods to facilitate cooperation instruction*. New York: Longman.

Bush, T.B. et al. (1999). *Educational management: Re-defining theory, policy and practice*. London: Longman.

Farooq, R.A. (1994). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of

Innovation and Reforms in Education. Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.

(2004). *School and Family Partnership*. Islamabad: Children's Resources International.

**Title of Course: Research Methods in Education**

**Course Code: EDU-478**

**Credit Hrs: 03**

**Learning Objectives/Outcomes:**



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

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

**Course Outline:**

**Unit 1: The Nature of Educational Research**

- Definitions of Educational Research
- Scope and importance
- Scientific method
- Research problem and topic
- Characteristics of research problem

**Unit 2: The Researching professional**

- Qualities of a researcher
- Teacher as researcher
- Research ethics

**Unit 3: Types of Educational Research**

- Descriptive Research
- Experimental Research
- Historical Research
- Action Research

**Unit 4: Techniques of Reviewing Literature**

- Primary sources
- Secondary sources

**Unit 5: Methodology**

- Population
- Sampling
- Instrument
- Data collection procedure

**Unit 6: Data Analysis**

- Descriptive



- Inferential

**Unit 7: Report Writing**

- Writing formats & Presentation
- Referencing

**Reference Material:**

Best & James (2003) *Research in Education*

Creswell, J. W (2009). *Research Design*”, London: Sage Publications. Fraenkel, J. & Norman, E. (2005) *How to Design and Evaluation Research*(8<sup>th</sup>edition)

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

**COURSE TITLE: TEACHING PRACTICE (Short Term)**

**Course Code: Edu-478**

**Credit Hrs: 03**

**Learning Objectives/Outcomes:**

- After completing this course, pre-service teachers/ in-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 (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;
  - 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 VIII

8 <sup>th</sup> Semester (15 Credit Hours)			
Course Code	Course Name	Credit Hours	Course Group
EDU-481	School Management	3(3+0)	Professional
EDU-482	Test Development and Evaluation	3(3+0)	Professional
EDU-483	Teaching Practice	6(6+0)	Long Term
EDU-484	Research Project	6(6+0)	Professional (Optional)
EDU-485	Human Resource Management in Education	3(3+0)	
EDU-486	Comprehensive viva	3(3+0)	
	<b>Total Credit Hours</b>	<b>18</b>	
	<b>Grand Total Credit Hours</b>	<b>138</b>	

**TITLE OF COURSE: SCHOOL MANAGEMENT**



**Course Code: Edu-481**

**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 from <https://shankar9119.files.wordpress.com/2013/07/management-11th-edn-by-stephen-p-robbs-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%20C%20Mary%20A.%20Coulter%20Management.pdf>



Lunenburg & Ornstein,(2004) Educational Administration: Concepts and Practices Tony Bush: Theories of Educational management. Robbins, S.P. (1996). The Administrative Process. Sydney: Prentice Hall.

Robbins, P. S. & Coulter, M. (2013). Fundamental of Management. London: Pearson. Retrieve from <http://www.mim.ac.mw/books/Fundamentals%20of%20Management.pdf>

## **TITLE OF COURSE: TEST DEVELOPMENT AND EVALUATION**

**Course Code: EDU-482**  
**Credit Hrs: 03**

### **Learning Objectives/Outcomes:**

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

1. Understand the concept of evaluation and testing
2. Determine the qualities of a good test.
3. Plan and construct appropriate classroom test to evaluate student's performance.
4. 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.
- Smith, D, (2005). *Theory of Educational Measurement*. New Delhi: Commonwealth.
- Smith, D. (2005). *History of Measurement and Evaluation*. New Delhi: Commonwealth.
- Smith, D., (2005). *Methods of Educational Measurement*, New Delhi: Commonwealth.
- Swain, Sanjaya, (2005). *Educational Measurement, Statistics and Guidance*. Kalyani Publications.

**TITLE OF COURSE: TEACHING PRACTICE**

**Course Code: EDU-483**

**Credit Hrs: 03**

**Learning Objectives/Outcomes:**

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





1. Reflect on and learn from connecting theory and their teaching practice.
2. Collaborate with peers, Cooperating Teacher, other School Staff, and college/University Supervisor, establishing professional relationships.
3. Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
4. 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. .

## 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)

- 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

**TITLE OF COURSE: HUMAN RESOURCE MANAGEMENT IN EDUCATION**

**Course Code: Edu-484**

**Credit Hours: 03**

**COURSE DESCRIPTION:**

Personnel Management considers the major activities in personnel or “Human Resources” management. Instruction includes the interdependence of such topics as federal and state laws,



technological change, manpower planning and forecasting, job design and analysis, selection, training and development, motivation, wage and salary administration, performance appraisal, discipline, personnel records, research, and equal employment opportunity.

#### **LEARNER OUTCOMES:**

- The student will be able to describe why the human resources function is important to an organization's success and explain the responsibilities for managing human resources.
- The student will be able to identify the factors in the business environment that present challenges to firms trying to effectively manage human resources.
- The student will be able to explain the significance of human resource planning, the recruitment process, employee selection, and employee training.
- The student will be able to discuss the relationship of the performance appraisal to employee retention and development as firms attempt to capitalize on employees' talents.
- The student will be able to describe the various forms of compensation, including benefits, to reward the contributions of good performers.

#### **Course Outline:**

##### **Unit 1: Understanding Human Resources Management**

- The Dynamic Environment of HRM
- Fundamentals of Strategic HRM

##### **Unit 2: The Legal and Ethical Context of HRM**

- Equal Employment Opportunity
- Employee Rights and Discipline

##### **Unit 3: Staffing the Organization**

- Human Resource Planning and Job Analysis
- Recruiting
- Foundations of Selection

##### **Unit 4: Training and Development**

- Socializing, Orienting, and Developing Employees
- Managing Careers

##### **Unit 5: Maintaining High Performance**

- Establishing the Performance Management System
- Establishing Rewards and Pay Plans
- Employee Benefits
- Ensuring a Safe and Healthy Work Environment



### **Unit 6: Labor-Management Environment**

- Understanding Labor Relations and Collective Bargaining

### **Unit 7: Evaluating and Improving Performance**

- Performance Evaluation Program
- Performance Evaluation Methods
- Feedbacks of Evaluations
- Improving Performance

### **Uni 8: Motivating Employees as a Personal Supervision**

- Motivation techniques
- Frustration and Conflict
- Job satisfaction
- Supervisors role in the organization

#### **TITLE OF COURSE: COMPREHENSIVE VIVA**

**Course Code: Edu-485**

**Credit Hours: 03**

#### **TITLE OF COURSE: RESEARCH PROJECT**

**Course Code: Edu-489**

**Credit Hours: 03**

### **COURSE DESCRIPTION**

The Research Projects in Education course is a compulsory part of the four-year B.Ed. (Hons) Elementary programme. The course will involve Student Teachers conducting action research and will be supervised by a tutor. The research will be conducted by each Student Teacher individually, under supervision. The project will culminate with a final report that will be assessed on the basis of 100 marks.

### **Learning Objectives/Outcomes:**

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

1. Sensitize Student Teachers to the issues and problems faced by students in the classroom
2. Analyze and review relevant literature
3. Use data collection tools and analytical skills
4. Act as self-reflective professionals and independent learners
5. Develop and perform independent action research projects





6. Help Student Teachers critically examine Educational issues  
Teaching-learning methodology

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

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

Supervisory process and timeline

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

- First meeting
- Orientation
- Second meeting
- Discussion, refinement, and finalization of research proposal
- Third meeting
- Seminar about development and critical analysis of literature review
- Fourth meeting
- Seminar/group discussion on the significance of the research problem
- Discussion on the significance of selected research topics
- Discussion about data collection tools such as interviews, observations, and questionnaires

Fifth meeting

- Discussion on fieldwork and the data collection process

Sixth and seventh meetings

- Discussion about data analysis
- Seminar

Eighth meeting

Final discussion on report writing

Submit project

**Suggested readings**

Arnot, M., McIntyre, D., Pedder, D., & Reay, D. (2004). *Consultation in the classroom: Developing dialogue about teaching and learning*. Cambridge, UK: Pearson Publishing.

Cochran-Smith, M. (1994). The power of teacher research in teacher Education. In S. Hollingsworth & H. Sockett (Eds.), *Teacher research and Educational reform* (pp. 22–51). Chicago: University of Chicago Press.

Denzin, K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. London: Sage Publications.





- Feldman, A. (2007). Validity and quality in action research. *Educational Action Research*, 15, 5–21.
- Lunenberg, M., Ponte, P., & van der Ven, P. H. (2007). Why shouldn't teachers and teacher EDUators conduct research in their own practices? *European Educational Research Journal*, 6: 13–24.
- Martin, M. (2005). Reflection in teacher Education: How can it be supported? *Educational Action Research*, 13, 525–43.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York: Routledge.
- Ponte, P., (2002). How teachers become action researchers and how teacher EDUators become their facilitators. *Educational Action Research*, 10, 399–423.
- Ponte, P., Ax, J., & enBeijaard, D. (2004). Don't wait till the cows come home: Action research and initial teacher Education in three different countries. *Teachers and Teaching: Theory and Practice*, 20, 591–621.