



Course Contents for Subjects with Code: EDU

This document only contains details of courses having code **EDU**.



Code	Subject Title	Cr. Hrs	Semester
EDU-101	General Methods of Teaching	3	I
Year	Discipline		
1	Education (Secondary), (Elementary)		

Course Description

The purpose of course is to prepare prospective teachers in learning and using different method and techniques of teaching in order to make teaching learning process effective. Various aspects of instructions are highlighted to help teacher practice different teaching strategies successfully.

Learning Outcomes

After completion of this course students will be able to:

- explain the basic concepts of teaching.
- demonstrate the essential attributes of the effective teacher.
- describe the importance and types of teacher planning...
- practice different teaching methods in classroom.
- organize classroom discussion and demonstrate its appropriate use.
- apply various techniques to motivate students.
- select appropriate audio visual aids in classroom teaching.
- prepare lesson plans.

Course outline:

Unit 1 Introduction

- 1.1. Definitions of Teaching
- 1.2. The concept of Effective Teaching
- 1.3. Role of teacher for conducive learning environment
- 1.4. Personal Characteristics of an Effective Teacher
- 1.5. Professional Characteristics of an Effective Teacher
- 1.6. The concepts of Teaching Methods, Strategies and Techniques

Unit 2 Lesson Planning in Teaching

- 2.1. The Need for lesson Planning
- 2.2. Approaches to lesson Planning
- 2.3. Weekly Planning
- 2.4. Daily Planning
- 2.5. Unit Planning
- 2.6. Course Planning

Unit 3 Steps in Lesson Planning

- 3.1. Introduction
- 3.2. Presentation
- 3.3. Generalization
- 3.4. Application
- 3.5. Recapitulation
- 3.6. The Lesson Plan Format

Unit 4 Pedagogy by Level

- 4.1. Pedagogy of early childhood education
- 4.2. Pedagogy of elementary education

Unit 5 Inquiry Method

- 5.1. The Inductive Method



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- 5.2. Deductive Method of inquiry
 - 5.3. Scientific Method
 - 5.4. The Problem Solving Approach
 - 5.5. Advantages and Limitations of Inquiry Method
 - Unit 6 Activity Methods & Cooperative learning
 - 6.1. Individual Project
 - 6.2. Group Project
 - 6.3. Research Projects
 - 6.4. Cooperative learning
 - 6.5. Techniques of cooperative learning
 - 6.6. Advantages and Limitations of activity and cooperative Method
 - Unit 7 Demonstration Method
 - 7.1. What is Classroom Discussion
 - 7.2. Planning the Discussion
 - 7.3. Organizing the Discussion
 - 7.4. Practicing in asking questions
 - 7.5. Practicing in answering the questions
 - 7.6. Assessing the discussion
 - 7.7. Advantages and Limitations of Discussion Method
 - Unit 8 Student Motivation
 - 8.1. Concept of Motivation
 - 8.2. Intrinsic Motivation
 - 8.3. Extrinsic Motivation
 - 8.4. Theories of Motivations
 - 8.5. Strategies to Motivate Students
 - Unit 9 Teaching Skills
 - 9.1. Set induction
 - 9.2. Presentation
 - 9.3. Identify learning difficulties of students
 - 9.4. Prepare lesson according to individual needs
 - 9.5. Students Evaluation
 - Unit 10 Teaching Tools
 - 10.1. Selecting the Audio Visual Material
 - 10.2. Planning To Use the Materials
 - 10.3. Preparing For the Audio Visual Activity
 - 10.4. Kinds of AV Materials
 - White Board / Marker
 - Charts, Posters, Maps, Graphs & Models
 - Text Books
 - Hand Outs
 - Projectors
 - Multimedia
 - Recommended Books
 - ❖ Allen, Mendler, (2009).”Motivating Students Who Don't Care”: Successful Techniques for Educators. Amazon.com
 - ❖ Arends, R.I. (2007) “Learning to Teach” (7th Edition, McGraw Hill International Edition). Boston: McGraw Hill.
 - ❖ Ellington, H et al. (2005) “Handbook of Educational Technology” (3rd Edition). London: Kogan Page Limited.
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Code	Subject Title	Cr. Hrs	Semester
EDU-102	Foundations of Education	3	I
Year	Discipline		
1	Education (Secondary), (Elementary)		

This course will focus on the ideological, philosophical, psychological, socio-economic and historical foundations of education. The major focus will be on developing an understanding of the participants how different philosophical theories affect education. The course will also include historical development of education of the Pakistan. Emphasize will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our culture context. This course will also be used to develop the ability in prospective teachers to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will lead to produce critical perspectives on education both within, and outside of, schools.

Learning outcome

The students will be able to:

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

Course Outline

Unit 1 Ideological Foundation of Education

- 1.1. Islamic Foundations
- 1.2. Islamic concept of Peace
- 1.3. Other religions and Islam
- 1.4. Ideology and teachers

Unit 2 Philosophical Foundations of Education

- 2.1. Philosophy and Education
- 2.2. Main Philosophical Thoughts
- 2.3. Idealism
- 2.4. Realism
- 2.5. Pragmatism
- 2.6. Re-constructionism

Unit 3 Psychological Foundations of Education

- 3.1. Learning and Maturation
- 3.2. Individual Differences
- 3.3. Self Concept
- 3.4. Academic Aptitude
- 3.5. Instructional Strategies and Psychology

Unit 4 Socio-Economic Foundations of Education

- 4.1. Concept of Society and Culture
- 4.2. Social Conditions and Education
- 4.3. Economic Conditions and Education
- 4.4. Politics and Education

Unit 5 Historical Foundations of Education in Pakistan

- 5.1. Pre-Pakistan Period (712 A.D. to onward)
- 5.2. Period from 1947-1958



5.3. Period From 1959-1971

5.4. Period from 1972-1979

5.5. Period from 1980 -1991

5.6. Period from 1992 – to date

Unit 6 Aims of Education

6.1. Aims, Goals and Objectives

6.2. Taxonomies of Objectives

6.3. Aims and Objectives of Education in Pakistan

Unit 7 Problems and Issues in Education in Pakistan

7.1. Universalization of Primary Education

7.2. Literacy

7.3. Medium of Instruction

7.4. Diversification of Education

7.5. Environmental Education

7.6. Gender and Education

7.7. Islamiization of Education

7.8. Special Education

7.9. Health Education / Drug Education

7.10. HIV / Aids, STIs, Hepatitis

Recommended Book

- ❖ 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



Code	Subject Title	Cr. Hrs	Semester
EDU-103	Development of Education in Pakistan	3	II
Year	Discipline		
1	Education (Secondary)		

Course Description

This course is designed to develop prospective teachers towards knowledge of education of the development of education in Pakistan. Prospective teachers will develop their knowledge about different phases of development of education keeping in view different stages like preprimary education, primary education, elementary education, secondary education and higher education. In this process different policies and plans will also be studied. Teacher educator will ensure that different components of education like curriculum, teacher education, school buildings, physical facilities are also taken into account during the enactment of the course.

Learning Outcomes

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

- Understand role of Islamic values and ideology of Pakistan in education.
- Decipher the nature and purposes of education in the Mughal empire, the British period and post independence period.
- Delineate the historic roots and subsequent development of the madrassah education.
- Evaluate education in Pakistan in the light of different policies and plans.
- Critically analyze educational development at different levels of education i.e Pre-primary education, Primary education, Elementary education, secondary education and higher education.

Course outline

Unit 01 Education, its meaning and types

- 1.1 Definitions and meaning of Education
- 1.2 Types of education
 - a) Formal
 - b) Non Formal
 - c) Informal
- 1.3 Education as a process
- 1.4 Aims of education as stated in National Educational policy 2009

Unit 02 Education in sub-continent Indo-Pak Since 712 A.D

- 2.1 Education in sub-continent Indo-Pak during Muslim period since 712A.D
- 2.2 Education in sub-continent Indo-Pak during Mughal period
- 2.3 Education in sub-continent Indo-Pak during British rule.
- 2.4 Comparison of characteristics of Education system between Muslim period and British rule.

Unit 03 Education in Pakistan after independence

- 3.1: First Educational Conference 1947.
- 3.2: National Education Commission 1959.
- 3.3: Education Commission for Welfare of students 1962.
- 3.4: Education policy 1972.
- 3.5: National Education Policy 1978.



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- 3.6: Education policy 1992-2010
3.7: Education Sector reforms 2001
3.8: Education policy 2009
3.9: Comparison of characteristics of different education policies and their role in the development of education in Pakistan.
Unit 04 Status of Formal Traditional System of Education
4.1 Pre-primary education
4.2 Primary Education
4.3 Elementary Education
4.4 Secondary Education
4.5 Higher Education
4.5 Vocational Education
4.6 Technical Education
4.7 Teacher Education
Unit 05 Madrassah Education
5.1: Madrassah Education During Mughal Period
5.2: Madrassah Education During British Period
5.3: Madrassah Education after independence
5.4: Study of “Muslim education movements”, contribution of Deoband, Aligarh, Jamia Millia, Anjuman-e-Himayatul Islam, Sindh Madersat-ul-Islam.
Unit 05 Education as an agent of Change
5.1 Meaning and factors of social change
5.2 Education as tool for social change
5.3 Education as conservative and creative force.
5.4 Education for peace and universal brotherhood.
Unit 06 Salient Features of Education Policies
6.1 All Pakistan Educational Conference 1947
6.2 The Commission on National Education 1959
6.3 The Education Policy 1972-80
6.4 National Education Policy 1979
6.5 National Education Policy 1992
6.6 National Education Policy 1998-2010
6.7 National Education Policy 2009

Recommended Books:

- ❖ Al-Naqib-al-Attas, Syed Muhammad (1979). Aims and Objectives of Education, Jeddah: King Abdul Aziz University.
- ❖ Iqbal Muhammad, (1999). The Reconstruction of Religious thought in Islam, Lahore: Shaikh Muhammad Ashraf.
- ❖ John, S. Brubacher (1987). Modern Philosophies of Education, New Delhi: TATA McGraw Hill Publication Co.
- ❖ Mansoor, A. Qureshi, (1983). Some Aspects of Muslim Education, Lahore: Universal Books.



Code	Subject Title	Cr. Hrs	Semester
EDU-104	Critical Thinking and Reflecting Practices	3	II
Year	Discipline		
1	Education (Secondary)		

Learning Outcomes

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

- Differentiate between 'Good' and 'Bad' bent of mind
- Ask and analyze thought provoking Questions
- Understand the relationship of critical thinking with reading and writing
- Foster rational motivation among the students.
- Apply critical thinking in different content areas
- Develop the habit of contributive thinking
- Understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
- Use reflection as a tool of inquiry into practice

Course Outline

Unit 01 Introduction

- 1.1 Introduction to the Fundamentals of Critical Thinking
- 1.2 Why Critical Thinking Matters?
- 1.3 Critical Thinking and the Process of Analysis
 - A. Teaching Students to Think Theoretically
 - B. Teaching Students to Think Empirically

Unit 02 Strategies and Techniques to develop critical Thinking

- 2.1 Brain Storming
- 2.2 Concept Mapping
- 2.3 Generalization and Testing the Limits
- 2.4 Venn Diagram
- 2.5 Logical Reasoning

Unit 03 Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2 Teaching Students to Ask Good Questions & Follow up the Implications of Thought
- 3.3 Teaching Students to narrate, analyze, and evaluate their own 'Points'
- 3.4 View' and of others
- 3.5 Open and Close ended Questions

Unit 04 Critical Thinking and its Applications

- 4.1 Interrogating the Text
- 4.2 Primary and Secondary Sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of The Author
- 4.6 Comparing and Contrasting Different Sources

Unit 05 Introduction to Reflection

- 5.1 Meaning of reflection on practice/educational issues
- 5.2 Significance of reflection for teacher

Unit 06 Major Proponents of Reflective Practice

- 6.1 John Dewey



6.2 L. Stanhouse

6.3 D, Schon

Unit 07 Process and Techniques of Reflection

7.1 Process of reflection

7.2 Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)

7.3 Skills for reflection

Unit 08 Application of skills and approaches to reflection

8.1 Systematic reflection throughout the coursework

8.2 Identify key questions for their own role as novice teachers

8.3 Understand the issues in becoming a reflective practitioner

Recommended Books:

- ❖ Ayoukarm, Govald (1989), *Modern Methods and Techniques of Teachings* Philadelphia. Open University press 1
- ❖ Baron, J. and Sternberg, R, (Eds.) (1987) *Teaching thinking skills: theory and practice*, New York: Freeman.
- ❖ Barrow, R. (1990) *Understanding Skills: Thinking, Feeling and Caring*. London, Ontario: Althouse.
- ❖ Beyer. B. K. (1987) *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon.
- ❖ Chipman, S., Segat, J. and Glaser, R, (1985) *Thinking and Learning Skills, Volume 2. Research and Open Questions*. HiNsdale, New Jersey: Eribaum.
- ❖ Costa, A.L. and Lowery, L.F. (1990) *Techniques for teaching thinking*, Melbourne: Hawker Brownlow.
- ❖ Finn, B. (1991) *Young People's Participation in Post-compulsory Education and Training*. Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.



Code	Subject Title	Cr. Hrs	Semester
EDU-105	Child Development	3	I
Year	Discipline		
1	Education (Elementary)		

Learning Outcomes

After studying the course the students will be able to:

describe the theoretical basis of child development and their application to educational setting

explain basic concepts in child growth, development.

differentiate between various aspects of child development;

demonstrate an understanding of Individual differences of students and children with special needs.

Practice appropriate teaching methods for students.

Course outline

Unit 1 Introduction to Growth and Development

1.1. Overview of Growth and Development

1.2. Nature and Nurture controversy

1.3. General Principles of Child Development

1.4. Factors influencing Child Development

Unit 2 Physical Development

2.1. The ABCs of Genetics

2.2. Life before birth

2.3. Physical Development in childhood

2.4. Physical Characteristics of Learners and appropriate physical

2.5. Activities in schools at the following levels

2.6. Preschool and Kindergarten

2.7. Elementary Level

Unit 3 Intellectual Development

3.1. Definition of intelligence

3.2. Measurement of intelligence

3.3. Intellectual Development from Infancy to Adolescence

3.4. Intellectual Characteristics of Learners and organization of relevant activities in the classroom at the following levels.

3.5. Preschool and Kindergarten

3.6. Elementary Level

Unit 4 Social Development

4.1. Social Development from Infancy to Adolescence

4.2. Social Characteristics of Learners and provision of suitable

4.3. activities at the following level.

4.4. Preschool and Kindergarten

4.5. Elementary Level

Unit 5 Emotional Development

5.1. Emotional Development from Infancy to Adolescence

5.2. Emotional Characteristics of Learners of and provision of relevant activities at the following level

5.3. Preschool and Kindergarten



5.4. Elementary Level

Unit 6 Moral Development

6.1. Morality as rooted in child nature

6.2. Morality as the Adoption of social norms

6.3. Moral development from Infancy to adolescence and moral characteristics of learners and provision of suitable activities to inculcate moral values at the following levels

6.4. Preschool and Kindergarten

6.5. Elementary Level

Unit 7 Language Development

7.1. What is Language development

7.2. Components of Language

7.3. Environmental Influences on Language

7.4. The Sequence of Language Development at different stages

7.5. Preschool and Kindergarten

7.6. Elementary Level

Unit 8 Human Learning and Classroom Teaching

8.1. Definition of Learning

8.2. Factors Affecting Learning

8.3. Laws of Learning

8.4. Learning and Maturation

8.5. Role of teacher in classroom learning

Unit 9 Individual Differences

9.1. Sources and Types of Individual Differences

9.2. Heredity and Environment.

9.3. Differences in Learning and Thinking Styles.

9.4. Effects of Individual Differences on Learning.

9.5. Strategies for dealing with individual differences.

9.6. Children with special needs.

9.7. Educational interventions for the special students.

Recommended Books

- Arif, H. A. (2003). "Child Development and Learning". Lahore: Majeed Book Depot.
- Berk, L. E. (2006). "Child Development". (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.
- Cook, J., & Cook. (2010). "The World of Children" 2nd edition. Boston, M A. Parson Education Inc.
- Meggitt, C. (2006). "Child Development An illustrated Guide" (2nd edition). New York: The McGraw-Hill Companies, Inc.
- Merman, A& Bronson, P. (2009). "Nature Shock: New thinking about children". New York: Hachette Book Group.
- Santrock, J.W. (2001) "Educational Psychology". Boston: McGraw Hill.
- Santrock, J.W. (2003). "Child Development", New York: McGraw Hill.
- Vander Zanden, J. W. (1997) "Child Development". (6th Edition). New York: The McGraw-Hill Companies, Inc.



Code	Subject Title	Cr. Hrs	Semester
EDU-106	Art, Crafts and Calligraphy	3	II
Year	Discipline		
1	Education (Elementary)		

Course Description

The course covers different aspects of art and craft education including sketching, composing, shapes and colors, painting and calligraphy. It also focuses on indigenous crafts including clay modeling and toy-making. Art portfolio-based assessment will be done at the end of the course

Learning Outcome

At the end of the course the learners will be able to teach art and crafts effectively at elementary level in an innovative and creative manner

Specific Objectives of course

The course will provide the knowledge of;

- Art and crafts and objectives of its teaching
- Selecting appropriate techniques of teaching art and crafts
- Helping learners in attaining additional meaning of communication to express the thoughts, ideas and feelings through art and crafts media
- Developing among learners the aesthetic sense and responding beauty in the environment and culture
- Maintaining safe environment in art classroom

Course Outline

- 1) Definition and significance of art and crafts
- 2) Approaches of art and crafts
 - a) Integrated b) Topical c) Sketching
- 3) Modern methods of arts and crafts
 - a) Instruction
 - b) demonstration
 - c) Inquiry
 - d) Free Expression
 - e) creative expression
 - f) fixed topic method
- 4) Teaching of art and crafts
 - a) Effective teaching of art and crafts
 - b) Responsibilities of an art and crafts teacher
- 5) Modes in art and crafts
 - a) Paper work
 - b) Stenciling
 - c) Calligraphy
 - d) Masks and puppets
- 6) Painting, still life and landscape
- 7) Toy making and clay modeling
 - a) clay work b) clay modeling
- 8) Recycling in art and crafts
- 9) Evaluation in art and crafts



Recommended Books

- Bhatti. etal (2000). “An introduction to drawing and Art and Craft” (first edition): Karachi. Metropolis Academy
 - Clark. R., (2002) “An introduction to Art education” (2nd Edition). Toronto . AN. Plan Book.
 - Hume Helen (1990). “A survival kit for secondary school art teacher”. NY. The center for applied research in education
 - Jenson Eric (2001). “Art with the brain in mind”. Alexendra VA. Association for Supervision and Curriculum Development
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Code	Subject Title	Cr. Hrs	Semester
EDU-106	Classroom Management	3	II
EDU-204		3	IV
Year	Discipline		
1	Education (Elementary)		
2	Education (Secondary)		

Course description

Prospective teachers will learn about best practices of effective classroom management, how to establish a productive classroom environment, and how to apply a variety of management techniques to help students become responsible for their behaviors and choices. They will learn how to increase student motivation and build positive student-teacher relationships. They will practice and develop skills to minimize and prevent classroom and behavior management problems. Prospective teachers will learn how to manage space, materials, equipment and students during and between activities and how classroom management is affected by, for example, availability of resources and space, the age and grade of children, multi-grade and single grade classes. Prospective teachers will be provided an opportunity to practice new skills and knowledge about classroom management with peers and in a school.

Learning Outcomes

On completion of this course trainee 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

- 1.1. Elements of “classroom management” in the context of elementary education
- 1.2. Variety of roles of the teacher in managing the elementary classroom

Unit 2 Classroom organization to encourage learner interest and class participation

- 2.1. The elements of classroom organization
- 2.2. Impact/outcomes of various kinds of classroom organization on student behavior
- 2.3. Classroom activity for managing learning
- 2.4. Organizing and managing field trips and class visit

Unit 3 Design of the effective learning classroom

- 3.1. Identifying resources for learning
- 3.2. Using displays and visuals for enhancing the learning environment in the classroom
- 3.3. Seating arrangements for learning experiences
- 3.4. Physical facilities to enhance the learning environment
- 3.5. Evaluating the effective learning classroom



3.6. Managing the overcrowded classroom

Unit 4 Maintaining classroom records

4.1. Record-keeping systems: their establishment and maintenance

Unit 5 Incentives and rewards in the classroom environment

5.1. How to maximize student success and minimize behavioral problems in the classroom

5.2. Incentive systems in the classroom setting

Unit 6 Managing Classroom Discipline

6.1. Creating a positive classroom environment for student responsibility

6.2. Strategies for managing potential disciplinary issues before they become problems

Assessment Criteria

Student teachers are able to describe the elements of a positive classroom environment and explain why they have made the arrangements they have done (written assignment)

Practical classroom construction of a positive learning environment

Demonstrate positive classroom management through role plays and simulations

Final examination

Recommended Books and Resources

- <http://712educators.about.com/od/discipline/tp/disciplinetips.htm>
Top Ten Tips for Classroom Discipline and Management
 - <http://www.adprima.com/managing.htm>
Effective Praise Guidelines
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Code	Subject Title	Cr. Hrs	Semester
EDU-108	Methods of Teaching Islamic Studies	3	II
Year	Discipline		
1	Education (Elementary)		

Objectives

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline

Introduction to Quranic Studies

- 1) Basic Concepts of Quran
- 2) History of Quran
- 3) Uloom-ul -Quran

Study of Selected Text of Holly Quran

- 1) Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
- 2) Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
- 3) Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
- 4) Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
- 5) Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran

- 1) Verses of Surah Al-Ihزاب related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- 2) Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment
- 3) Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W)

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

Seerat of Holy Prophet (S.A.W) II

- 1) Life of Holy Prophet (S.A.W) in Madina
- 2) Important Events of Life Holy Prophet in Madina
- 3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom –ul-Hadith
- 5) Sunnah & Hadith
- 6) Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction To Islamic Law & Jurisprudence

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence



3) Sources of Islamic Law & Jurisprudence

4) Nature of Differences in Islamic Law

5) Islam and Sectarianism

Islamic Culture & Civilization

1) Basic Concepts of Islamic Culture & Civilization

2) Historical Development of Islamic Culture & Civilization

3) Characteristics of Islamic Culture & Civilization

4) Islamic Culture & Civilization and Contemporary Issues

5) Islam & Science

1) Basic Concepts of Islam & Science

2) Contributions of Muslims in the Development of Science

3) Quranic & Science

Islamic Economic System

1) Basic Concepts of Islamic Economic System

2) Means of Distribution of wealth in Islamic Economics

3) Islamic Concept of Riba

4) Islamic Ways of Trade & Commerce

Political System of Islam

1) Basic Concepts of Islamic Political System

2) Islamic Concept of Sovereignty

3) Basic Institutions of Government in Islam

Islamic History

1) Period of Khlaft-E-Rashida

2) Period of Ummayyads

3) Period of Abbasids

Social System of Islam

1) Basic Concepts of Social System Of Islam

2) Elements of Family

3) Ethical Values of Islam

Reference Books:

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



Code	Subject Title	Cr. Hrs	Semester
EDU-201	Human Development and Learning	3	III
Year	Discipline		
2	Education (Secondary)		

Course Description

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

Learning Outcomes

After studying this course, students will be able to understand:

- Basic concepts in human development, growth and learning;
- Process of human development and its classroom application;
- Various aspects and stages of human development;
- Different approaches to human learning;
- Individual differences and their effect on teaching learning.

Course outline**Unit 1 Introduction**

- 1.1. Definitions of Human Development and Growth
- 1.2. Difference between Growth and Development
- 1.3. General Principles of Human Development
- 1.4. Factors influencing Human Development
- 1.5. A Frame work for studying Human Development

Unit 2 Physical Development

- 2.1. Concept and definition of individuals
- 2.2. Physical Development from Infancy to Adolescence
- 2.3. Physical Characteristics of Learners of:
- 2.4. Preschool and Kindergarten
- 2.5. Primary Level
- 2.6. Elementary Level
- 2.7. Secondary Level
- 2.8. Higher Secondary Level
- 2.9. Role of Teacher in Physical Development

Unit 3 Intellectual Development

- 3.1. Intellectual Development from Infancy to Adolescence
- 3.2. Intellectual Characteristics of Learners of:
- 3.3. Preschool and Kindergarten
- 3.4. Primary Level
- 3.5. Elementary Level
- 3.6. Secondary Level
- 3.7. Higher Secondary Level
- 3.8. Role of Teacher in Intellectual Development

Unit 4 Social Development



4.1. Social Development from Infancy to Adolescence

4.2. Social Characteristics of Learners of:

4.3. Preschool and Kindergarten

4.4. Primary Level

4.5. Elementary Level

4.6. Secondary Level

4.7. Higher Secondary Level

4.8. Role of Teacher in Social Development

Unit 5 Emotional Development

5.1. Emotional Development from Infancy to Adolescence

5.2. Emotional Characteristics of Learners of:

5.3. Preschool and Kindergarten

5.4. Primary Level

5.5. Elementary Level

5.6. Secondary Level

5.7. Higher Secondary Level

5.8. Role of Teacher in Emotional Development

Unit 6 Moral Development

6.1. Morality as Rooted in Human Nature

6.2. Morality as the Adoption of Social Norms

6.3. Moral Reasoning

6.4. Development of Morally Relevant Self-Control

6.5. Correlates of Moral Conduct

Unit 7 Language Development

7.1. What is Language?

7.2. Components of Language

7.3. The Sequence of Language Development

7.4. Biological and Environmental Influences on Language Development

Unit 8 Human Learning

8.1. Definition and Concept of Learning

8.2. Process of Learning

8.3. Factors Affecting Learning

8.4. Thorndike's Laws of Learning

8.5. Transfer of Learning

Unit 9 Approaches to Learning

9.1. Behavioral Approach

9.2. Cognitive Approach

9.3. Social Learning Approach

9.4. Humanistic Approach

Unit 10 Individual Differences

10.1. Sources and Types of Individual Differences

10.2. Dealing with Academic Ability Grouping

10.3. Differences in Learning and Thinking Styles

10.4. Effects of Individual Differences on Learning

Recommended Books

- Arif, H. A. (2003) Human Development and Learning. Lahore: Majeed Book Depot.
- Berk, L. E. (2006) Child Development. (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.



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- Dembo, M.H. (1994) *Applying Educational Psychology* (5th Edition). New York: Longman.
 - Mehnaz Aziz (2007), *Assessing children's Development through observation*, Children's Global Network Pakistan.
 - Mehnaz Aziz (2007), *Individualized teaching in ECE*, Children's Global Network Pakistan.
 - Ormrod, J.E. (1998) *Educational Psychology Developing learners*. New Jersey: Prentice Hall.
 - Santrock, J.W. (2001) *Educational Psychology*. Boston: McGraw Hill.
 - Vander Zanden, J. W. (1997) *Human Development*. (6th Edition). New York: The McGraw-Hill Companies, Inc.
 - Woolfolk, A (2004) *Educational Psychology* (9th Ed.). Singapore: Pearson Education. Inc.
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Code	Subject Title	Cr. Hrs	Semester
EDU-202	Guidance and Counseling	3	III
EDU-317			VI
Year	Discipline		
2	Education (Secondary)		
3	Education (Elementary)		

Course description

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

Learning Outcomes

On successful completion of this course, learners will be able to:

- Demonstrate knowledge of the importance of guidance and counselling to support the teacher’s role in the classroom

- Explain the role of various members of a guidance and counselling system in supporting learners in addressing their future choices and social challenges

- Demonstrate the skills of student advisement in making responsible social choices and decisions

- Assist students in making informed choices to solve personal, educational and social problems they confront

- Refer students to resources that can assist them in solving social and personal problems they encounter.

Course outline

Unit 1 Introduction to Guidance and Counselling

1.1. Define and differentiate Guidance and Counselling

1.2. Objectives of Guidance

1.3. Principles of Guidance

1.4. List the various members of a counselling team and explain their responsibilities

Unit 2 The role of guidance and counselling personnel

2.1. Teacher in guidance and counselling

2.2. Psychologist in student services

2.3. Administrator in guidance and counselling

2.4. Career counsellor

2.5. Librarian in guidance and counselling

Unit 3 Techniques of Guidance

3.1. How the teacher can assist the learner to make informed choices to guide their future

3.2. Assisting the learner in personal and social development

3.3. Developing guidance skills: questioning techniques, active listening

Unit 4 Basic skills of Counselling

4.1. Identifying elementary social problems the classroom teacher can resolve

4.2. Exercising basic counselling skills in a controlled situation



4.3. Evaluating basic counselling techniques among peers

Unit 5 Services of Guidance

5.1. Orientation service

5.2. Testing service

5.3. Educational and occupational services

5.4. Counselling services

5.5. Placement services

5.6. Follow up services

5.7. Research & evaluation services

Unit 6 Evaluation of the guidance program

6.1. Types of evaluation in guidance and counselling

6.2. Program evaluation

Unit 7 Cumulative Record Card

7.1. Nature and purpose of the Cumulative Record Card (CRC)

7.2. Advantages of the CRC

7.3. Design of CRC

Assessment in the course

- Written test to measure acquisition of theoretical knowledge
 - Demonstrations of counselling skills
 - Role plays for peer evaluation (guidance and counselling situations)
-



Code	Subject Title	Cr. Hrs	Semester
EDU-203	Classroom Assessment	3	III
			IV
Year	Discipline		
2	Education (Secondary)		
2	Education (Elementary)		

Course description

This course emphasizes the link between learning and assessment. During this course, prospective teachers will develop their knowledge and understanding of formative and summative learning assessment and how teachers use assessment to inform decisions about teaching and learning. They will develop a range of practical assessment skills to use in the classroom with students of different ages, grades and subjects including using questions and tasks to assess learning, and giving oral and written feedback on student work.

Learning Outcomes

After studying this course, the prospective teachers will be able to:

- Understand the concept and nature of assessment
- Differentiate between standardized and classroom tests
- Integrate objectives with learning assessment
- Develop and analyze test items of different levels
- Understand different alternative classroom assessment techniques
- Interpret test scores and results of different assessment techniques

Course Outline

Unit 01 Concept of Classroom Assessment

- 1.1 Distinction between assessment, evaluation and measurement
- 1.2 Purpose of assessment
- 1.3 Comparison between standardized and classroom assessment
- 1.4 Individual and group assessment

Unit 02 Achievement Tests

- 2.1 Definition and Characteristics
- 2.2 Characteristics of a good achievement test
- 2.3 General guidelines for test construction (rules, table of specification etc.)
- 2.4 Types of test items
 - a) Essay type test items
 - b) Objective type test

Unit 03 Test Construction

- 3.1 Defining the learning outcomes
- 3.2 Preparation of a test items/questions
- 3.3 Assembly the tests

Unit 04 Test Administration and Analysis

- 4.3 Administration/conducting the test
- 4.4 Item analysis and modification

Unit 05 Interpreting Test Scores

- 5.1 Percentage
- 5.2 Ordering and ranking



5.3 Frequency distribution

5.4 Pictorial form (graph, polygon, histogram)

Unit 06 Grading and Reporting Results

6.1 Concept of grading – need and importance

6.2 Types of grading

6.3 Reporting results to different stakeholders

Recommended Books

- Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.
- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Rout ledge Flamer.
- Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.
- Kumari, Sarita (2005). Education Assessment, Evolution and Remedial. ISHA Books.
- Mehnaz Aziz, (2007) Assessing children’s Development through Observation, Children’s Global net work Pakistan.
- 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.
- Thomas A. and K. Patricia Cross, 1993, Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition, San Francisco: Jossey-Bass Publishers.



Code	Subject Title	Cr. Hrs	Semester
EDU-205	Supervised School Experience / Observation / Visits	3	IV
Year	Discipline		
2	Education (Secondary)		

The purpose of this course/activity is to give the prospective teacher an opportunity to familiarize him/her with the day to day affairs, teaching and learning process, and overall school environment. This course also provides the guidelines for the supervisors of prospective teachers in scheduling, managing, recording and providing information on protocol and ethics for the purpose.

Course Contents

Step 1 Briefing and orientation about the school visit

- 1.1. School location
- 1.2. School history and detail
- 1.3. The purpose of the activity
- 1.4. Protocol of the visit
- 1.5. Ethics of the activity
- 1.6. Dress code
- 1.7. any other matter

Step 2 Scheduling

- 2.1. duration of each activity
- 2.2. Time table
- 2.3. Group formation

Step 3 The school visit

- 3.1. Observation checklists
- 3.2. What to bring in school visit
- 3.3. Staffing of the school visit
- 3.4. Arriving in school
- 3.5. Problem solving
- 3.6. Collecting the data
- 3.7. Taking leave

Step 4: Data analysis and Reporting

- 4.1. Reporting & De-briefing by prospective teacher
- 4.2. Supervisor's feedback and evaluation of the whole process

Websites

- <http://www.ravolunteers.org/pdfs/SchoolObservationForm.pdf>
- sunzi.lib.hku.hk/hkjo/view/10/1000159.pdf
- secc.rti.org/display.cfm?t=m&i=Chapter_53_3
- www.meridianschool.edu/?page=observations



Code	Subject Title	Cr. Hrs	Semester
EDU-205	Curriculum Development	3	IV
EDU-313			V
Year	Discipline		
2	Education (Secondary)		
3	Education (Elementary)		

Course Description

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.

Learning Outcomes

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

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

Course Outline

Unit 01 Introduction to Curriculum

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

Unit 02 Foundations of Curriculum

- 2.1. Philosophical
- 2.2. Psychological
- 2.3. Sociological

Unit 03 Curriculum: Aims, Goals and Objectives

- 3.1. Distinction between aims, goals & objectives
- 3.2. Taxonomies of educational objectives
 - a) Cognitive domain
 - b) Affective domain
 - c) Psychomotor domain
 - d) Solo Taxonomy of educational objectives

Unit 04 Models of Curriculum



4.1. Tyler Model

4.2. Wheeler Model

4.3. Dynamic Model

4.4. Skel Beck Model

Unit 05 Designs of Curriculum

5.1. Subject-based

5.2. Activity-based

Unit 06 Process of Curriculum Development in Pakistan

6.1. Curriculum development at elementary and secondary level

6.2. Role of teacher in curriculum development process at various levels

Unit 07 Curriculum Change

7.1. Process of Curriculum Change

7.2. Various issues in Curriculum change

Recommended Books:

- Beane I.A, Toefer C.F & Alessi S.J (1986). Curriculum Planning & Development. Boston and Bacon.
 - Farooq, R.A. (1993). Education system in Pakistan. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
 - Kelley A.V (1999). The Curriculum: Theory and Practice. London. Paul Chapman.
 - McNeil J. D (1990). Curriculum: A Comprehensive Introduction, (4th.ed) Los Angeles: Harper Collins
 - Murray P. (1993). Curriculum Development & Design, (5th ed),
 - Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:
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Code	Subject Title	Cr. Hrs	Semester
EDU-207	Teaching of Urdu/Regional Languages	3	III
Year	Discipline		
2	Education (Elementary)		

Course Description

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

Learning Outcome

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

Specific Objectives of course:

The course will provide the knowledge of:

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

Course Outline

- 1) Four skills of a language learning
- 2) Listening and speaking in Urdu
- 3) Reading Development in Urdu
- 4) Writing Development in Urdu
- 5) Vocabulary manipulation in Urdu
- 6) Explaining Grammar in Urdu
- 7) Prose & Poetry teaching
- 8) Lesson Planning
- 9) Assessment

Recommended Books

فرمان فتح پوری 2005 تدریس اردو، قطار پبلشرز لاہور
سلیم فارانی 1990 اردو زبان اور اسکی تعلیم ادارہ مطبوعات فارانی لاہور
سید ساجد حسین 1987 اردو اور اسکے تدریسی طریقے کفایت اکیڈمی کراچی



Code	Subject Title	Cr. Hrs	Semester
EDU-208	Teaching Literacy Skills	3	III
Year	Discipline		
2	Education (Elementary)		

Learning Outcomes

After studying this unit, prospective students will be able to:

- Use the different activities of development of Comprehension.
- Aware of the importance and significance of oral language in literacy
- Use different activities to develop interest in the use of dictionary
- Use the principles of teaching and learning for effective literacy skills development
- Capable to use information technology in their teaching
- Maintain the balance between different activities
- Assess their students formative and summative progress

Course Outline

Unit 1 Developing Comprehension Skills

- 1.1 Skimming and Scanning
- 1.2 Sequencing Activity
 - 1.2.1 Goldilocks Sequencing
 - 1.2.2 Cinderella Sequencing
 - 1.2.3 Magnifying Glass Game
 - 1.2.4 Magnifying Glass Sheet
- 1.3 Alphabetical Order
 - 1.3.1 Ordering Books
- 1.4 Miss out the Vowels!
- 1.5 4R: A complex activity to Develop Literacy Skills
- 1.6 Speech, Spelling and Reading
- 1.7 Feeling Words

Unit 2 Areas Of Literacy Knowledge 2.1 Oral language to support literacy 2.2 Purposes of Text and its range 2.3 Word meaning and vocabulary knowledge 2.4 Orthographic and morphemic knowledge 2.5 Fluency and Phrasing: Reading aloud 2.6 Comprehension outcomes 2.7 Linguistic structures and features of written texts 2.8 Using meta-cognitive and self-management strategies

Unit 3 Dictionary Skills and Reflecting on Reading

- 3.1 Dictionary Game
- 3.2 Dictionary Search
- 3.3 Dictionary Definitions
- 3.4 Different activities to build up dictionary skills
- 3.5 Selecting Favorite Book
- 3.6 Book Review
- 3.7 Sharing Books
- 3.8 Rewarding Reading
- 3.9 Reading around the Solar System
- 3.10 Bookmark Slogans

Unit 4 Maintaining Balance in Activities 4.1 Teaching skills as a way to gain meaning 4.2 Time management

- 4.2.1 Guided Instruction



4.2.2 Independent Work 4.3 Use of Constructivists Activities: Respect of Students Knowledge 4.4 Effective Integration of Print and Electronic Media 4.5 Formative Assessment Unit 5 Performance Assessment for Reading 5.1 Select a Text 5.2 Provide Writing Prompts 5.3 Work with Scoring Rubrics 5.4 Some Sample Rubric 5.5 Developing Rubric 5.6 Using Rubric for Assigning Grades Unit 6 Principles of Learning and Teaching 6.1 The supportive learning environment 6.2 Independence, interdependence and self-motivation. 6.3 Students' needs, backgrounds, perspectives and interests 6.4 Developing Deep thinking Levels 6.5 Assessment practices as an integral part of teaching and learning 6.6 Learning Connections: practice beyond the classroom Unit 7 Socio-economic Backgrounds and Literacy

7.1 Poverty and Literacy
7.2 Gender Equity and Literacy
7.3 Overcoming the Challenge of Diversity
7.4 Role of Regional Languages in Enhancing Literacy
7.5 Cultural Diversity and Literacy

Unit 8 Teaching Information Literacy Skills

8.1 Information literacy: concept and strategic context
8.2 Information literacy: charting your progress
8.3 Starting out: embedding and integrating your teaching into curricula
8.4 Preparing and reviewing your teaching
8.5 Promoting Information literacy
8.6 Promotion of Information literacy to schools
8.7 Promotion Information literacy to students

Suggested Readings

- o Gallo, M. L. (2004). Reading the World of Work: A Learner- Centered Approach to Workplace Literacy and ESL. Melbourne Krieger Publishing Company.
- o Ivey R. (2003). Information literacy: How do librarians and academics work in partnership to deliver effective learning programs? Australian Academic and Research Libraries, 34(2):100-113.
- o Macpherson K. (2004). Undergraduate information literacy: A teaching framework. Australian Academic and Research Libraries, 35(3);226-241.



Code	Subject Title	Cr. Hrs	Semester
EDU-209	Teaching of G. Science	3	III
Year	Discipline		
2	Education (Elementary)		

Course Description

The study of General Science in Primary and Secondary school is linked to National prosperity and economic development. The course is designed for the effective interactive ways of teaching science. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, theories to every day experience.

Learning Outcome

At the end of the course the learners will be able to teach General Science effectively at elementary level in an innovative and creative manner.

Specific Objectives of course

The course will enable learners to;

1. Understand scientific concepts
2. Differentiate between scientific products and scientific processes
3. Understand the underlying principle of science education
4. Apply appropriate methods and techniques for effective learning in Science

Course Outline

Unit 01 Nature of Science

- 1.1 Definition of science
- 1.2 Science as a process: Scientific Method
- 1.3 Science as a product: Scientific Knowledge

Unit 02 Aims / Objectives Teaching General Sciences

- 2.1 History of Science Education
- 2.2 Aims / Objectives of teaching General Science at Elementary level

Unit 03 Methods of Teaching General Science

- 3.1 Demonstration cum-lecture method
- 3.2 Discovery method
- 3.3 Project method
- 3.4 Other innovative method

Unit 04 Approaches of Teaching General Science

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

Unit 05 Teaching Aids

- 5.1 Need & importance of teaching aids



5.2 Types of teaching aids

5.3 Principles of using teaching aids

5.4 Using low cost teaching aids

Unit 06 Characteristics of effective Science Teaching

6.1 Characteristics of lesson planning

6.2 Characteristic qualities of science teacher

6.3 Effective questioning

Unit 07 Evaluation

7.1 Designing a test

7.2 Administering & scoring a test

7.3 Interpreting test results

Recommended Books:

- Lawson, Anton. E. (1995). “Science teaching and development of thinking”. California: Wadsworth publishing company
 - Rehman Mehmooda (1999). “Teaching of science and mathematics”. Peshawar: Ijaz printer, Pakistan
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Code	Subject Title	Cr. Hrs	Semester
EDU-210	Instructional and Communication Technology (ICT) in Education	2	III
Year	Discipline		
2	Education (Elementary)		

Course Description

The Principle role of instructional technology is to help improve the overall efficiency of the teaching learning process. Introduction to instructional technology and its foundations includes, audio visual aids, computer systems, networks, and multimedia and digital technology in educational and cooperate training environment.

Learning Outcome

At the end of the course the learners will be able to use instructional technology effectively at elementary level in an innovative and creative manner

Specific Objectives of course

The course will enable learners to;

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

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

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

Develop indigenous materials as instructional aids

Course Outline

- 1) Concept of instructional and communication technology
- 2) Role of instructional communication technology in learning
- 3) Instructional technology and audio visual aids
- 4) System approach and its application to instructional technology
- 5) Instructional technology and computer assisted learning
- 6) Types of media and their uses in learning situation
- 7) Teaching and assessment strategies

Recommended Books:

- o Ely, D. (1999). Toward a philosophy of instructional technology: thirty years on. *British Journal of Educational Technology* v30 no4 (pp.305-10).
- o Rowland, G.(1993). "Designing and Instructional Design". *Educational technology research and development* (1042-1629), 41 (1), p. 79.
- o Seels, B. B. & Richey, R. C. (1994). *Instructional technology: The definition and domains of the field*. Bloomington, IN: Association for Educational Communications and Technology.
- o Smith, P. L. & Ragan, T. J. (2005). *Instructional Design*. Third edition. Hoboken, NJ: John Wiley & Sons, Inc.
- o Solomon, D. L. (2000). *Philosophical inquiry in instructional technology: the forgotten pathway to learning*. Paper presented at the Association for Educational

BS (4 Years) for Affiliated Colleges



Communications and Technology (AECT) 2000 International
Convention (22nd, Long Beach, CA, February 16-20, 2

Journals/Periodicals:

- International journal of instructional technology
 - Journal of educational technology
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BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-211	Teaching Practice (Short Term)	3	III
Year	Discipline		
2	Education (Elementary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab.



Code	Subject Title	Cr. Hrs	Semester
EDU-212	Teaching of English	3	IV
Year	Discipline		
2	Education (Elementary)		

Course Description

This course will equip prospective teachers with knowledge and skills to teach English in grades I through VIII. They will become familiar with the English curriculum and expected student learning outcomes. Prospective teachers will learn the use of different language skills to enhance variety of instructional methods that promote active learning of English, including making and using teaching and learning materials. They will plan English lessons and activities.

Learning Outcomes

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

- familiar with the four language skills - Listening, Speaking reading and writing
- identify and prepare activities for developing four skills
- apply modern methods and approaches in teaching of English
- prepare lesson plans of Prose, Poetry, Composition and Grammar
- Effective use of audio visual aids.
- measure and evaluate the students’ progress during teaching of English as a foreign I second language

Course Outline

Unit 01 Four skills of language learning

1.1. Listening Comprehension Skills

1.1.1 Techniques of developing listening ability

1.1.2. Careful listening habits

1.1.3. Use of Cassette-player for developing listening ability

1.1.4. Using Video-Cassettes for effective listening

1.1.5. Methods of teaching listening

1.1.6. Sub Skills

1.2 Speaking Skills

1.2.1. Favorable classroom environment for speaking

1.2.2. Value of pronunciation and intonation in speaking

1.2.3. Conversation and dialogue

1.2.4. Language games for oral expression

1.2.5. Vocabulary building

1.3 Reading Skills

1.3.1 Importance of silent and loud reading

1.3.2 Methods of teaching Reading

1.3.3. Sub skills

1.4 Writing Skills

1.4.1. Techniques of good handwriting

1.4.2. Importance of spelling in Writing



1.4.3. Creative writing (essays/paragraphs)

1.4.4. Writing letters and invitations to friends

1.4.5. Writing applications

Unit 02 Teaching of English

2.1. Teaching of prose

2.2. Teaching of poems

2.3. Teaching of composition

2.4. Teaching of vocabulary

2.5. Teaching of pronunciation

Unit 03 Methods of teaching English

3.1. Grammar – Translation method

3.2. Direct method

3.3. Audio-lingual approach

3.4. Structural approach

3.5. Communicative approach

3.6. Word building

Unit 04 Teaching of Grammar

4.1. Functional approach towards grammar teaching.

Unit 05 Lesson Planning

5.1. Importance of activities in all kinds of lessons

5.2. Value of different steps in lesson planning.

5.3. New teaching approaches; activity based.

5.4. Planning Structural lessons

5.5. Planning a Prose and Poetry lesson

5.6. Planning a Paragraph, a Story and an Essay

5.7. Planning a Grammar lesson

Unit 06 A.V.Aids in Teaching of English

6.1. Need and importance

6.2. Charts, Models, Pictures, role plays, Flash Cards, Toys and Real Objects

6.3. Radio, Cassette player, Language Laboratory

6.4. Television, VCR, Movies

6.5. Slides, Filmstrip, OHP, multimedia Projector

Unit 07 Assessment

7.1. Construction of Objective type test.

7.2. Construction of subject type test.

Recommended Books

- Cook V. (1991). *Second Language Learning and Language Teaching*, 2nd ed. London, Arnold
- Mohammad. T. (1998). *Modern Approaches to the Teaching of English as Second Language*, Lahore: Majeed Book Depot.
- Murcia, M.C. (1991), *Teaching English as a Second Foreign Language*, 2nd Ed. New Bury House: A Division of Harper Collins Publishers.
- Rob Nohand (1993). *Conversation*, London: Oxford University Press.
- Sheikh. N. A. (1998). *Teaching of English as a Second Language*. Lahore: Carvan Book House.



Code	Subject Title	Cr. Hrs	Semester
EDU-213	Teaching of Mathematics	3	IV
Year	Discipline		
2	Education (Elementary)		

Course Description

This course will equip prospective teachers with knowledge and skills to teach math in grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan math lessons and activities and practice teaching math with peers.

Learning Outcomes

At the end of the course, the prospective teachers will be able to:

- Describe the nature, history and development of mathematics at elementary level in Pakistan

- Acquire the skills and competencies required for the teaching of mathematics at elementary level

- Apply effectively the various methods of teaching mathematics

- know and use techniques and strategies of teaching mathematics at elementary level

- Make and use teaching aids effectively

Course outline

Unit 01 Introduction

- 1.1 Nature of mathematics
- 1.2 Place of mathematics in elementary school curriculum
- 1.3 Educational value of mathematics
- 1.4 Use of mathematics in everyday life
- 1.5 Use in the study of other subjects
- 1.6 Use of math in different vocations
- 1.7 Aesthetic I cultural value and mathematics

Unit 02 Methods of Teaching Mathematics:

- 2.1 Inductive Method
- 2.2 Deductive Method
- 2.3 Analytic method
- 2.4 Synthetic Method
- 2.5 Heuristic Method
- 2.6 Project Method
- 2.7 Problem Solving Method

Unit 03 Techniques of Teaching Mathematics

- 3.1 Oral work, written work, assigned work, project work
- 3.2 Discussions/ Group work
- 3.3 Drill and practice:

Forms of classrooms organization (whole class, large group, small group, individual work)

Unit 04 Teaching Aids and Mathematics Laboratory

- 4.1 Importance of teaching aids in mathematics teaching
- 4.2 Some important modern teaching aids for mathematics including computer



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- 4.3 How to set up a mathematics laboratory in elementary school
 - 4.4 How to use teaching aids and mathematics laboratory
 - 4.5 Use of low cost /no cost materials (from classrooms and surroundings) for teaching of mathematics
 - 4.6 Child centered Activities in mathematics (educational trips, preparation of materials etc)
 - Unit 05 Measuring Achievements in Mathematics
 - 5.1 Preparation of different type of tests in mathematics
 - 5.2 Using tests for diagnostic purpose
 - 5.3 Interpreting test results
 - Unit 06: Planning Mathematics Learning
 - 6.1 Importance of planning in teaching of mathematics.
 - 6.2 Planning for the full course.
 - 6.3 Scheme of work.
 - 6.4 Lesson planning.
 - 6.5 Qualities of good lesson plan.
 - 6.6 Development of model lesson plans.
 - Unit 07 History of Mathematics
 - 7.1. Historical review of the development of Mathematics Education.
 - 7.2 Contribution of Muslim Mathematicians.
 - 7.3 Contribution of Hindus and other mathematicians
 - Unit 08 Contents appropriate to the stage level

Recommended Books:

- Fauvel, John & Jeremy Gray (1990). *The History of Mathematics: A Reader*: London: Macmillan Press Ltd.
 - Greer, Brian and Gerry Mulhern, (1989). *New Directions in Mathematics Education*. New York: Routledge.
 - Lacombe, Antony. (1985) *Mathematical Learning Difficulties in the Secondary School: Pupils' needs and Teacher's Role*. England: Milton Keynes,
 - Leon, Burton & Jaworski, Barbara (Editors) (1995). *Technology in Mathematics Teaching*, Chartwell.
 - Orton, Anthony Wain Geoffrey (Editors) (1994), *Issues in Teaching of Maths*, London: Cassell Villiers House.
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Code	Subject Title	Cr. Hrs	Semester
EDU-214	Teaching of Social Studies	3	IV
Year	Discipline		
2	Education (Elementary)		

Course Description

This course will equip prospective teachers with knowledge and skills to teach social studies in grade I through VIII. They will become familiar with the social studies curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of social studies including making and using teaching and learning materials. They will plan social studies lessons and activities and practice teaching social studies with peers.

Learning outcomes

- To understand the basic knowledge and skills to teach social studies.
- To inculcate the instructions methods to promote active learning
- To develop lesson plan and teach accordingly.
- To use learning aids effectively.

Course Outline

Unit 01 Introduction

- 1.1 The developmental tasks of elementary years.
- 1.2 Educating children for a different society.
- 1.3 Changing our vision: developing a national and a global sense of citizenship.
- 1.4 Global connections: one aim of social studies curriculum.
- 1.5 Rationale for social studies global connections.
- 1.6 The child’s ability to learn about others near and far.

Unit 02 Discovering the Essence of Social Studies

- 2.1 Social studies in search of definitions
- 2.2 Social studies and child with special needs
- 2.3 Goals of social studies education
- 2.4 Characteristics of an effective social studies curriculum.

Unit 03 Getting Ready to Teach Social Studies

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

Unit 04 Planning Developmentally Appropriate Social Studies

- 4.1 Planning and teaching appropriate social studies experiences
- 4.2 Planning social studies experiences
- 4.3 Do we know why children are doing what they do?
- 4.4 Objectives are important, but children are the reason for teaching
- 4.5 Source of learning objectives
- 4.6 Engaging parents in the planning process
- 4.7 The community as a curricular source



- 4.8 Lesson plans and units
- 4.9 Selecting a planning strategy
- 4.10 Getting ready to plan social studies experience: using the DAP perspective
- 4.11 Thematic teaching
- 4.12 The project approach
- 4.13 Learning centers
- 4.14 Technology in the classroom
- Unit 05 Learning about past and Present
- 5.1 Developing a sense of history
- 5.2 Exploring key elements of history
- 5.3 The many worlds of history
- 5.4 Connecting history education with Elementary Education
- Unit 06 Geography and the young Child
- 6.1 Geography in the early childhood curriculum
- 6.2 Fostering geographic knowledge
- 6.3 Building global connections
- 6.4 through geography
- 6.5 Themes and skills in geography
- 6.6 Creating an appropriate geography curriculum
- 6.7 Helping children build knowledge about the physical environment.
- Unit 07 Making Socially Responsible Citizens
- 7.1 Building a community
- 7.2 Fostering positive values and social skills in young children
- 7.3 Developing civic and social responsibilities
- Unit 08 Growing up in a Muslim Society
- 8.1 Muslim Society
- Unit 09 Preparing children to make informed Choices
- 9.1 Bringing the “outside World” into Elementary Education classroom
- 9.2 Learning about economics
- 9.3 Becoming environmentally responsible citizens
- 9.4 Teaching about special social issues

Recommended Books

- o Reference Material Iarolimek, John. (1986). Social Studies in Elementary Education. London: Macmillan
- o Savage, Tom V and Armstrong, David G. (1987). Effective Teaching in Elementary Social Studies. New York: Macmillan.
- o Wilma R. Melendex, V. B. & Melba Fletcher. (2000). Teaching Social Studies in Early Education. Africa, xvii, 299p.
- o Wilma Robles de Melendez, Vesna Beck and Melba Fletcher. (2000). Teaching Social Studies in Early Education. United Kingdom: Delmar



Code	Subject Title	Cr. Hrs	Semester
EDU-301	School, Community and Teacher	3	V
Year	Discipline		
3	Education (Secondary), (Elementary)		

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 does also emphasize 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 Outcomes

After completion of the course, the student will be expected to:

- Discuss relation between school and community.
- Know the process of linkage among the school community and teacher for effective education.
- Identify the social factors affecting education and how it can support the development of education.
- Know the role of teachers and school in socialization of student and development of society
- Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline

Unit 01 Society, Community and Culture

- 1.1 Definition, Structure and function.
- 1.2 Individual Status and his/her role in the society
- 1.3 Social interaction
- 1.5 Cultural diversity
- 1.6 Culture and Cultural elements of Pakistani community.
- 1.7 Role of education in strengthening Pakistani community.

Unit 02 Group and Group Dynamics.

- 2.1 Meaning of group
- 2.2 Group dynamics
- 2.3 Types of social groups
- 2.4 Individual behavior and group behavior
- 2.5 Role of school and teacher in molding individual and group behavior

Unit 03 Socialization

- 3.1 Meaning and aims of socialization
- 3.2 Agencies of socialization
- 3.3 Stages of social development



3.4 Role of school in socialization

3.5 Teacher as role model as participating in community and health activities.

Unit 04 Social Institutions

4.1 Definition of social institutions

4.2 Types of social institutions

4.2.1 The family

4.2.2 Economic institutions

4.2.3 Religious institutions

4.2.4 Educational institutions

4.2.5 Play and recreational institutions

Unit 05 School and Community

5.1. Relationship between school and community

5.2. Effects of school on community

5.3. Effects of community on school

5.4. A critical analysis of effective role of school and teachers in Pakistani community

Unit 06 Social Control

6.1. Definition

6.2. Social deviation, peace, harmony and tolerance

6.3. Methods of social control

6.4. Role of community, school and teacher in developing peace, harmony and tolerance

Unit 07 Teacher School and Students

7.1 Are teacher born or made?

7.2 Effective and reflective teaching

7.3 Creative and critical teaching

7.4 Teacher Effectiveness

7.4.1 Academic learning time (ALT)

7.4.2 Class room management

7.4.3 Co-curriculum activities

7.4.4 Clarity in academic and non-academic structures

7.4.5 Creating expressive environment in classrooms.

7.4.6 Reflection or productive feedback

Unit 08 Technological Change

8.1 Technological change and its impact

8.2 Sources/forces of technological change

8.3 Technology and jobs

8.4 Technology and ethical values

8.5 Utilitarian view of technology

Recommended Books:

- Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Lahore: Urdu Bazar.
- Hafeez Sabiha, Pakistani Society Volti, R. (2002) Society and technological change (6th ed.) Worth Publishers.
- Mehnaz Aziz, School and Family Partnership, (2007), Children's Global Network, Pakistan.
- Sadker Marya Pollack and David Miller Sadker (2003). Teachers' School and Society. (6th Ed) McGraw Hill Book Company New York USA.
- Tagga, Abdul Hamid, School, Maashra Owar Ustad. Sarwar, Ghulam Rana, School, Maadrsha owar Ustad.

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-302	Pedagogy-I (Methods of teachings related to Islamic Studies)	3	V
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab.

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-303	Pedagogy-II (Methods of teachings related to Pak Studies)	3	V
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab.

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-304	Pedagogy-I (Methods of teachings related to Urdu)	3	V
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab.

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-305	Pedagogy-II (Methods of teachings related to Arabic)	3	V
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab.



Code	Subject Title	Cr. Hrs	Semester
EDU-306	Research Methods in Education	3	VI
Year	Discipline		
3	Education (Secondary)		

Course Description

This course is designed for B.Ed honors candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of different research work and relate it to their own context. The units provides students with the opportunity to engage with the research literature and to establish how different researchers techniques help improve the overall classroom situation

Specific Objectives

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

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

Course Outline**Unit 1 The Nature of Educational Research**

- 1.1. Definitions of Educational Research
- 1.2. Scope and importance
- 1.3. Scientific method
- 1.4. Research problem and topic
- 1.5. Characteristics of research problem

Unit 2 The Researching professional

- 2.1. Qualities of a researcher
- 2.2. Teacher as researcher
- 2.3. Research ethics

Unit 3 Types of Educational Research

- 3.1. Descriptive Research
- 3.2. Experimental Research
- 3.3. Historical Research
- 3.4. Action Research

Unit 4 Techniques of Reviewing Literature

- 4.1. Primary sources
- 4.2. Secondary sources

Unit 5 Methodology

- 5.1. Population
- 5.2. Sampling
- 5.3. Instrument
- 5.4. Data collection procedure

Unit 6 Data Analysis

- 6.1. Descriptive
- 6.2. Inferential



Unit 7 Report Writing

7.1. Writing formats & Presentation

7.2. Referencing

Recommended Books:

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- Best & James (2003) Research in Education
 - Crtswell, J. W (2009. Research Design”, London: Sage Publications.
 - Fraenkel, J. & Norman, E. (2005) How to Design and Evaluation Research (8th edition)
 - L.R. Gay. (2001) Educational Research.
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Code	Subject Title	Cr. Hrs	Semester
EDU-307	Test Development and Evaluation	3	VI
Year	Discipline		
3	Education (Secondary)		

Course Description

This course is designed to develop prospective teachers towards adequate knowledge of the concept of evaluation and test construction during the course. The teacher will develop skills to construct classroom based tests to evaluate students learning outcomes. The learner will also be able to report the result to different stake holders in a professional manner.

Learning outcomes

After the end of the course the prospective teachers will be able to:

- Understand the concept of evaluation and testing
- Determine the qualities of a good test.
- Plan and construct appropriate classroom test to evaluate student’s performance.
- Make report of the test results to different stake holders.

Course contents

Unit 01: Test, testing and evaluation

- 1.1 Meaning of test, testing and evaluation.
- 1.2 Purpose, Principles and scope of test and evaluation.
- 1.3 School Evaluation program.

Unit 02: Types of Evaluation

- 2.1 Placement Evaluation
- 2.2 Diagnostic Evaluation
- 2.3 Formative Evaluation
- 2.4 Summative Evaluation

Unit 03: Types of test

- 3.1 Essay type test
- 3.2 Objective type test
 - 3.2.1 Recognition type items
 - 3.2.2 Recall type items
- 3.3 Verbal tests

Unit 04: Test Construction

- 4.1 Planning the test
- 4.2 Preparing the test items
- 4.3 Assembling the test

Unit 05: Test Administration and analysis

- 5.1 Administration/conducting the test
- 5.2 Item analysis and modification

Unit 06 Qualities of a good test

- 6.1 Reliability
- 6.2 Validity
- 6.3 Adequacy
- 6.4 Objectivity
- 6.5 Differentiability



Unit 07: Interpretation of test scores

7.1 Percentage

7.2 Ordering and ranking

7.3 Frequency Distribution

7.4 Measure central tendency (Mean, Median and mode)

7.5 Pictorial forms (Graph, polygon, histogram)

Unit 08: Reporting the test results to:

8.1 Students

8.2 Parents

8.3 Administration

Unit 09: Counseling of students after reporting the results

Recommended Books:

- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Routledge 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.

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-308	Pedagogy-III (Methods of teachings related to Islamic Studies)	3	VI
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-309	Pedagogy-IV (Methods of teachings related to Pak Studies)	3	VI
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-310	Pedagogy-III (Methods of teachings related to Urdu)	3	VI
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-311	Pedagogy-IV (Methods of teachings related to Arabic)	3	VI
Year	Discipline		
3	Education (Secondary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU-312	Teaching Practice	3	V
Year	Discipline		
3	Education (Elementary)		

Instructions to be provided by Institute of Education & Research (IER), University of the Punjab



Code	Subject Title	Cr. Hrs	Semester
EDU-314	Educational Psychology	3	V
Year	Discipline		
3	Education (Elementary)		

Course Description

The purpose of this course is to develop learner's insight. Its unique approach helps students' teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology.

Learning Outcomes

By the end of the course students should be able to:

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

Course Outline

Unit 1 Introduction to psychology

- 1.1. Schools of thoughts
- 1.2. Structuralism
- 1.3. Functionalism
- 1.4. Behaviorism
- 1.5. Nature and function of educational Psychology
- 1.6. Four way teaching agenda of educational psychology

Unit 2 Fundamentals of Human Development

- 2.1. Overview of Growth and Development
- 2.2. General nature of growth and Development
- 2.3. Factors influencing Child Development

Unit 3 Learning

- 3.1. Definition of learning
- 3.2. Learning theories
- 3.3. Learning Process

Unit 4 Information Processing

- 4.1. What is Memory
- 4.2. Parts of memory
- 4.3. What is Forgetting
- 4.4. Methods to improve memory

Unit 5 Intelligence

- 5.1. Concept of intelligence
- 5.2. Theories of intelligence
- 5.3. Individual difference
- 5.4. Intelligence Testing



Unit 6 Measurement and evaluation in educational Psychology

6.1. Test

6.2. Characteristics of Test

6.3. Reliability

6.4. Validity

6.5. Items Analysis

Recommended Books

- Ormrod, Jeane, (2010) Educational Psychology: Developing Learners: Pearson
- Santrock, John W., (2001) Educational Psychology, USA. Mc-Graw-Hill Anita Woolfolk; Educational Psychology, USA.



Code	Subject Title	Cr. Hrs	Semester
EDU-315	Contemporary Issues and Trends in Education	3	VI
Year	Discipline		
3	Education (Elementary)		

Introduction

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

Learning Outcomes

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

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

Course Outline

Unit 01 Education as a Complex Enterprise

- 1.1 Diversity of aims and approaches in education.
- 1.2 Variety of philosophical approaches to education.
- 1.3 Education in different periods and societies

Unit 02 Madrassah Education

- 2.1 Madrassah: origin, aims and objectives
- 2.2 Role of madrassah in 21st century
- 2.3 System of education in madrassah
- 2.4 Madrassah reforms in Pakistan

Unit 03 Universal Literacy

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

Unit 04 Gender Disparity

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

Unit 05 Population Education:

- 5.1 Concept of Population Education.



5.2 Factors affecting Population Education.

5.3 Impact of Population Growth on National Development.

5.4 Roles and responsibilities of family, school, mosque and community in population education.

5.5 Steps towards population planning and welfare.

Unit 06 Environmental Awareness

6.1 Types of pollution

6.2 Causes of pollution

6.3 Environmental education

Unit 07 Privatization of Education

7.1 Government resources and multiple demands

7.2 Need of private sector education

7.3 Challenges of quality education

Unit 08 Information in Education

8.1 New concept of information explosion

8.2 Expanding learning resources

8.3 Information and communication technology (ICT) literacy

8.4 Technology in education

Recommended Books

- AIOU (2006) Population Education Course MA EPM 584, Islamabad: AIOU.
- Badran, M. (2005). The Gender of Islam, Al-Ahram: Cairo.
- Haltak, J. (1990). Investing in the Future, Setting Educational Priorities in the Developing World, Paris, UNESCO. McGraw-Hill Kogakusha.
- Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.
- Modhukar Indira (2003). Changing Demands of Technical and Vocational Education, Annual Publication New Delhi.
- Mohanry, 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.



Code	Subject Title	Cr. Hrs	Semester
EDU-316	Comparative Education	3	VI
Year	Discipline		
3	Education (Elementary)		

Course Description

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

Learning Outcomes:

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

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

Course Outline:

Unit 01 Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods & Comparative Education

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

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03 Comparative View of Systems of Education in Pakistan

- 3.1 Private and public
- 3.2 Madrassah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04 Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05 Comparative Education in Developing Countries

- 5.1 India
- 5.2 China



5.3 Malaysia

5.4 Pakistan

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

6.1. Quality education

6.2. Education For All

6.3. Recruitment of teachers at elementary and secondary levels

6.4. Admission procedure at higher education level.

Recommended Books:

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

BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
EDU -401	Inclusive Education	3	VII
Year	Discipline		
4	Education (Secondary)		

Course Description

This course will equip prospective teachers with knowledge and skills to understand the concept of inclusive education. They will become familiar with the significance of it in education. They will get aware of the difference between special education and inclusive education. They will recognize methods to plan individualized lessons to cater the needs of children with special needs in classrooms. They will execute projects on case studies from actual classrooms. They will understand the vital role of community, family and institutions regarding inclusive education.

Observation Learning Outcomes

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

- Explain the definition of inclusive education.
- Recognize the nature of inclusion in education.
- Understand the difference between inclusive and special education.
- Develop individualized lessons along with learning aids to address special needs of children.
- Projects Examine the different models of inclusion used for enhancement of learning
- Apply variety of adaptations of curriculum teaching strategies in coping with learning disabilities
- Find out the role of community in establishing effective partnership with schools
- Highlight the root of inclusive education in Islam

Course Outline

UNIT 1: An Overview of Child Development

UNIT 2: An Introduction to Special Needs

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

UNIT 4: Assessing Children with Special Needs

UNIT 5: Curriculum Adaptations and Teaching Strategies

UNIT 6: Collaboration and Teamwork for School Improvement

Recommended Readings:

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

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

Mehnaz Aziz (2002), Creating Inclusive Classrooms, Islamabad: Children's Global Network Pakistan.

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

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

UNESCO (1993), *Help in Classroom, Special Needs in the Classroom*. Teachers Education Resource Pack, Paris, UNESCO

Hutchinson, N. (2002). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers*. Toronto, ON: Prentice Hall. Weber, K.,and Bennett, S. (1999) *Special Education in Ontario Schools*. Fourth Edition, Thornhill: Highland Press.

Ontario Ministry of Education (2003). *Special Education Companion*. The Ontario Curriculum Unit Planner. Ministry of Education. Ministry of Education (2001). *Special Education*.

A Guide for Educators. P. Baber web. Page or

<http://www.edu. Gov.on.ca/eng/general/elemsoc/speed/guide.html>



Code	Subject Title	Cr. Hrs	Semester
EDU-402	Contemporary Issues and Trends in Education	3	VII
Year	Discipline		
4	Education (Secondary)		

Introduction

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

Learning Outcomes:

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

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

Course Outline

Unit 01 Education as a Complex Enterprise

- 1.1 Diversity of aims and approaches in education.
- 1.2 Variety of philosophical approaches to education.
- 1.3 Education in different periods and societies

Unit 02 Madrassah Education

- 2.1 Madrassah: origin, aims and objectives
- 2.2 Role of madrassah in 21st century
- 2.3 System of education in madrassah
- 2.4 Madrassah reforms in Pakistan

Unit 03 Universal Literacy

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

Unit 04 Gender Disparity

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

Unit 05 Population Education:

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

Unit 06 Environmental Awareness

- 6.1 Types of pollution 6.2 Causes of pollution
- 6.3 Environmental education

Unit 07 Privatization of Education

- 7.1 Government resources and multiple demands
- 7.2 Need of private sector education
- 7.3 Challenges of quality education

Unit 08 Information in Education

- 8.1 New concept of information explosion
- 8.2 Expanding learning resources
- 8.3 Information and communication technology (ICT) literacy
- 8.4 Technology in education

Recommended Readings:

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

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

Haltak, J. (1990). Investing in the Future, Setting Educational Priorities in the Developing World, Paris, UNESCO. McGraw-Hill Kogakusha.

Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.

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

Mohantry, Jagannath. Primary and Elementary Education, Deep & Deep Publication Private Ltd.

Pakistan, Govt: (2003). Education for All, Ministry of Education Curriculum Wing Islamabad.

Rao, V. K. (2004). Population Education efficient Printer, New Delhi.

Sylvester, C. (1994). Feminist Theory and International Relation, in Post Modern Era, Cambridge University Press.

UNESCO, Pakistan (2004). Quality of education in Pakistan, UNESCO Office, Islamabad.

Usmani, B. D. (2004). Women Education in 21st Century Annual publication, New Delhi.

W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia.

Walt, S. (1992). *The Renaissance of Security Students*, New York. Colombia Press.



Code	Subject Title	Cr. Hrs	Semester
EDU-403	Comparative Education	3	VII
Year	Discipline		
4	Education (Secondary)		

Course Description

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

Learning Outcomes:

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

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

Course Outline:

Unit 01 Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods & Comparative Education

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

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03 Comparative View of Systems of Education in Pakistan

- 3.1 Private and public

- 3.2 Madrassah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04 Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05 Comparative Education in Developing Countries

- 5.1 India
- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

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

- 6.1. Quality education
- 6.2. Education For All
- 6.3. Recruitment of teachers at elementary and secondary levels
- 6.4. Admission procedure at higher education level.

Recommended Readings:

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



Code	Subject Title	Cr. Hrs	Semester
EDU-405	Educational Management and Leadership	3	VIII
Year	Discipline		
4	Education (Secondary)		

Learning Outcomes

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

1. Explain the concept of school organization, management and discipline and factors affecting school discipline
2. Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
3. Differentiate 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

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

Unit 02 Process of Management

- 2.1 Planning
- 2.2 Organizing
- 2.3 Staffing
- 2.4 Communicating
- 2.5 Controlling
- 2.6 Budgeting

Unit 03 Resource Management

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

Unit 04 Rules and Regulations

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

4.4 Code of ethics

Unit 05 Records in Educational Institutions

5.1 Attendance register

5.2 Leave register

5.3 Stock register

5.4 Cash register (fee, different kind of funds)

5.5 Personal files of teachers and other staff

5.6 Other academic record (students result, staff meetings etc.)

Unit 06 Theories of Leadership

6.1 Trait Theories

6.2 Contingencies Theories

Unit 07: Leadership Style

7.1 Democratic

7.2 Autocratic

7.3 Laissez-faire

7.4 Leadership style and Headship

Recommended Readings:

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.