

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meetings dated 11-03-2022 and 21-03-2022 respectively regarding approval of revised Scheme of Studies with new Nomenclature as BS Elementary Education in place of B. Ed. (Hons) Elementary Education (4-year) Program (Morning/Replica) at the Department of Elementary Education, Institute of Education & Research w.e.f. the Academic Session, 2021 as per HEC undergraduate Policy, 2020.

The Scheme of Studies is enclosed.


**Admin. Block,
Quaid-i-Azam Campus,
Lahore.
No. D/ 824 /Acad.**

**Sd/-
Registrar**

Dated: 7-2- /2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Education
2. Director, Institute of Education & Research.
3. Controller of Examinations
4. Director, IT for placement at website
5. Admin. Officer (Statutes)
6. Secretary to the Vice-Chancellor
7. Private Secretary to the Registrar
8. Assistant (Syllabus)



**Assistant Registrar (Academic)
for Registrar**

BS Education (Elementary)

(Four Year Degree program)

(As per New Undergraduate Education Policy 2020)

Department of Elementary Education

Institute of Education and Research

University of the Punjab Lahore Pakistan

Scheme of Studies

BS Education (Elementary)

INSTITUTE OF EDUCATION AND RESEARCH DEPARTMENT OF ELEMENTARY EDUCATION

Four Year BS Education (Elementary)

Mission Statement

To enable prospective teachers to contribute to the conservation of ideology and culture of Pakistan through inculcating a sense of patriotism and loyalty in their pupils; to take part in the development and prosperity of nation; to stay connected with their religious foundations; to play their vital role in making Pakistan a welfare state through inspiring their students to work for the welfare of society ; to meet the standards of technological advancement for developing strong interaction and coordination with the world as a global village and strive for global peace and harmony.

Introduction

Undergraduate Education Policy 2020 of Higher Education Commission recommended to reform all existing programs to equate our indigenous degrees with that of rest of the world and to improve the overall quality of education in Pakistan. The development of BS Education (Elementary) Degree program is step forward in the process of educational reform designed to lead improvements in teaching and learning by educating well qualified teachers. With reference to the notification No. D/1330/Acad dated 07-02-2020, academic council has approved revised syllabus & courses for the program of B Ed (Hon) Elementary under semester system at Institute of Education and Research. The scheme of study for four years BS Education (Elementary) (attached herewith) is developed, by sequencing the courses approved in scheme of study of B Ed (Hon) Elementary Education 4 years, according to the implementation manual of Undergraduate education policy 2020. BS Education (Elementary) comprised of eight semesters. First four semesters are aligned with Associate Degree (AD) recommended in New undergraduate policy 2020. So, first four semesters (Two years) will be Associate Degree (AD)

Education (Elementary). Two-year Associate Degree in Elementary Education (Comprising four semesters) may/will be offered in affiliated colleges whereas successful students shall take admission in fifth semester of Bachelor Studies (BS) in Education (Elementary), that will be offered in Department of Elementary Education, Institute of Education and Research, University of the Punjab, Lahore. Students who shall have completed any AD successfully shall be eligible for admission in 5th semester of Bachelor Studies (BS) Education (Elementary) with a pre-requisite semester comprising disciplinary courses of AD Education (Elementary) and a short non-credit teaching practice. However, department of Elementary Education will continue to the four years BS Education (Elementary) Program.

Department of Elementary Education, Institute of Education and Research, University of the Punjab, Lahore wants to offer admissions in BS Education (Elementary) in fall 2021. Revision of Curricula is essential to meet the changing required in undergraduate policy 2020. Faculty of Department of Elementary Education shall revise the curricula to incorporate changes suggested by undergraduate policy 2020 in the nature of knowledge of the field of education on regular basis. Syllabus of disciplinary courses will be enriched by increasing knowledge, innovative ideas and information, professional demands, updated of curricula to make it harmonious with global needs and the requirements of the society. One of the major purposes of the curricula is to prepare the prospective teachers for the job market. In case the market does not deem it fit to recruit the graduates then production of such graduates would be waste of resources in terms of men and matter. So, provisions will be made to include the names of these degrees in the list of eligible degrees of PPSC to apply for various posts of school education department.

Objectives: The overall objective of the program is to ensure the success of students in their practical and social life and to combat the issues of present educational system by improving the quality of teacher education. Specific objectives include the following:

1. To provide competency-based learning in the field of education into four components: knowledge (disciplinary, Interdisciplinary, epistemic, and procedural), skills (writing, oral communication, ICT-related skills, quantitative analysis, analytical and problem- solving skills, critical and creative thinking, and learning to learn), professional behaviour (self-regulation, time management, integrity, intellectual curiosity, intellectual openness), and interpersonal

attributes (empathy, self-efficacy, collaboration).

2. To keep balance between Breadth and Depth of subject areas in order to develop broader skills and to develop intellectual discipline and rigor.
3. To enable students to have in-depth knowledge and understanding of the general areas of social science and specifically that of education as a discipline. However, the purpose is not to force them prematurely into teaching profession to foreclose their options. An introduction to the teaching profession will be given and focus on specialization will start later in their educational streams.
4. Applied Knowledge: To prepare students to apply the acquired knowledge and skills to life's challenges, rather than merely acquiring narrow skills or pieces of information.
5. To foster exploration, curiosity, discovery, and creativity among students.
6. Make AD and BS in Education (Elementary) a terminal degree.
7. To familiarize prospective teachers, the latest information and innovative ideas of modern teaching.
8. To equip the graduates with the techniques of classroom assessment.
9. To enable the graduates for leadership roles in the field of teaching and administration.
10. To inculcate good habits among the graduates.
11. To enable prospective teachers to use the latest technology in the teaching/learning process.
12. To provide the knowledge of technical writing and presentation skills through research projects, seminars and assignments.
13. To prepare confident and competent teacher through enhanced duration of practice teaching in schools.
14. To equip prospective teachers with professional ethics and code of conduct resultantly to become a successful professional.
15. To inculcate the spirit and passion of teaching and learning.

Rationale of the Program

BS Education (Elementary) comprising 43 courses of 3 credit hours each (Total 129 CH, two times teaching practice). The standardized format has been provided in the form of framework for the AD and BS to enhance the likelihood of student success, the program of study will be designed to keep balance between disciplinary or concentration requirements with two other types of requirements, namely general education (Referred to as Gen Ed) requirement and practical learning requirement. Degrees will include a set of general education core courses, foundation courses in education, professional pedagogy courses, content courses to develop subject-matter proficiency in at least two disciplines of knowledge, and a sequence of supervised field experiences / internships in schools.

Admission Criteria

The entry requirements shall be 12-years of schooling with a minimum second division in an examination conducted by a Board of Intermediate and Secondary Education.

Duration of the Program

Duration of BS Education (Elementary) is four-years that consist of 08 semesters, each comprising 16-18 weeks. Work load per semester will be 15-18 credit hours. The total credit hours of BS Education (Elementary) will be minimum 129 credit hours. The enrolled students will be taught the 13 general courses in first four semesters approved by the academic council of University of the Punjab.

Categorization of Courses

Structure of the scheme would be as under:-

Courses	No. of Courses	Credit hours
(General Educational Requirement)		
Breadth Courses	06	18
Functional Courses	05	15
Civilizational Courses	02	06
Major Courses (Discipline)	13	39
Major Courses (Specillization)	05	15
Distribution courses	07	21
Practical Learning	1	03
Research Thesis	2	06
Practice Teaching	2	06
Quaran Translation	Sem I-VIII	
Total	43	129

Breadth courses have been added to make it equal to B.A./B.Sc. and making prospective teachers more enriched and competent in school subject, more over to meet the requirements of recruitment agencies to provide opportunities to graduates for further studies in the content courses studied during first two years (AD) Education (Elementary). Lists of content courses are given as breadth courses.

As approved by Board of Studies of relevant subjects of the University of the Punjab. The students completing Two-Years Associate Degree (AD) Education Elementary or AD in any discipline will be eligible for admission in 5th semester of BS Education (Elementary).

Foundation professional courses, Pedagogy courses and teaching practice courses have been included in BS Education (Elementary). These courses have been added to nurture prospective teachers with professional knowledge and skills more over to meet the requirements of national and international market for teachers. These courses will help to develop prospective teachers more effective and efficient. Lists of the courses are given at annexure "A".

01: Breadth Courses:

Total Eight breadth courses related to following three categories :1) Art and humanities; 2) Social Sciences; 3) Natural Sciences:

1. Art and Humanities (12 credit hours)

- 1.1. Urdu
- 1.2. Arabic / Geography

2. Social Sciences (6 credit hours)

- 2.1 Political science/psychology /History
- 2.2 Philosophy/ Sociology/Economics

3. Natural Sciences (6 credit hours)

- 3.1 General Science
- 3.2 General Mathematics

02: Functional Skill Courses:

2.1 Expository Writing (9 credit hours)

- 2.1.1 Expository Writing I (Poetry and Comprehension, writing or publishing technical papers)
- 2.1.2 Expository Writing II (Novel and Letter Writing, editing or copy-editing of documents)
- 2.1.3 Expository Writing III (Prose and Translation from one language to another)

2.2 Quantitative Reasoning (6 credit hours)

- 2.2.1 Logic
- 2.2.2 Mathematical Reasoning (argumentation, data interpretation, logical constructs, dissection of logical arguments, understanding and evaluation of arguments through Short Stories and Composition)

2.3: Civilization Courses (6 credit hours)

- 2.3.1 Islamic Studies/ Ethics
- 2.3.2 Pakistan Studies

03 Practical Learning (Six Credit)

- School Observation & Microteaching
- Practice Teaching

04 Discipline Courses (75 credit hours) Education (Elementary) as Major

Distribution Courses (Any seven courses)

1. Foundation of Education
2. Information and Communication Technology (ICT)
3. Islamic Education
4. Child development
5. Economics of Education of Learning
6. Politics of Education
7. Educational Statistics
8. Civic Education
9. Sociology of education/Social Foundation of Education: School, Society, Teacher
10. Media Education
11. Science, Technology and Society
12. Arts Crafts and Calligraphy

Major Courses (Thirteen courses)

1. Education in Pakistan
2. Philosophy of Education
3. General Methods of Teaching
4. Learning Theories
5. Curriculum development
6. Educational Assessment
7. School Organization and Management
8. Research in Education
9. Technical Writing and Presentation Skills
10. Teaching Profession
11. Instructional Technology
12. Comparative Education
13. Islamic System of Education

Major Courses (Specialization) (Five Courses)

1. Methods of Teaching Languages in Elementary Schools
2. Methods of Teaching Science in Elementary Schools
3. Methods of Teaching Islamiyat in Elementary Schools
4. Methods of Teaching Social Studies in Elementary Schools
5. Methods of Teaching Mathematics in Elementary Schools

Research Project (Six Credit Hours)

Thesis

Semester Distribution for two-year BS Education (Elementary)

Semester I

S.No.	Course Title	Credit hrs
1.	Urdu	3
2.	Political science/psychology /History	3
3.	Expository Writing I: introduction to Expository Writing	3
4.	General Science/Environmental Science/Public Health	3
5.	Logic	3
6.	Quran Translation	Compulsory

Semester II

S.No.	Course Title	Credit hrs
1.	Philosophy/ Sociology/Economics	3
2.	Arabic / Geography	3
3.	Expository Writing II (Novel and Letter Writing, editing or copy-editing of documents)	3
4.	General Mathematics	3
5.	Mathematical Reasoning	3
6.	Quran Translation	Compulsory

Semester III

S.No.	Course Title	Credit hrs
1.	Expository Writing III (Prose and Translation from one language to another)	3
2.	Islamic Studies	3
3.	Pakistan Studies	3
4.	Information and Communication Technology (ICT)	3
5.	Foundations of Education	3
6.	Quran Translation	Compulsory

Semester IV

S.No.	Course Title	Credit hrs
1.	Education in Pakistan/Sociology of Education	3
2.	Child development	3
3.	Social Foundation of Education: School, Society & Teacher	3
4.	Educational Statistics	3
5.	Fine Arts (Art, Craft and Calligraphy)/Media Education	3
6.	Quran Translation	Compulsory

Semester V

S.No.	Course Title	Credit hrs
1.	Philosophy of Education	3
2.	School Management	3
3.	Learning theories	3
4.	Curriculum Development	3
5.	Teaching Profession	3
6.	General Methods of Teaching	3
7.	Quran Translation	Compulsory

Semester VI

S.No.	Course Title	Credit hrs
1.	Islamic System of Education	3
2.	Educational Assessment	3
3.	Instructional Technology	3
4.	Research in Education	3
5.	Comparative Education	3
6.	Practical Learning (Scouting, Emergency Training, Community Service)	3
7.	Quran Translation	Compulsory

Semester VII

S.No.	Course Title	Credit hrs
1.	Technical Writing and Presentation Skills	3
2.	Methods of Teaching Mathematics at Elementary Level	3
3.	Methods of Teaching Science at Elementary Level	3
4.	Education in Pakistan/Sociology of Education	3
5.	School Observation and Micro Teaching	3
6.	Research Project/Thesis	3
7.	Quran Translation	Compulsory

Semester VIII

S.No.	Course Title	Credit hrs
1.	Methods of Teaching Languages at Elementary Level	3
2.	Methods of Teaching Islamiat at Elementary Level	3
3.	Methods of Teaching Social Studies at Elementary Level	3
4.	Research Project/Thesis	3
5.	Practice Teaching	3
6.	Quran Translation	Compulsory

Research Thesis

Research thesis is offered to students in Semester VII and VIII.

Award of Degree

Students are required to:

1. Pass all the prescribed courses satisfactorily with a minimum Cumulative Grade Point Average (CGPA) 2.00.
2. Complete and submit their research project report.
3. Pass a written Comprehensive Examination designed by the IER Faculty at the end of the academic session.

Faculty Strength

Program	Area/Specialization
PhD	05
MPhil	01
Total	06

Present Student Teacher Ratio

30 students to one teacher.

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Introduction to Expository Writing		Course Type: Expository Writing I
Course Code: CG-101	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. Finally, the course prepares students for taking the next course in the sequence, ‘Expository Writing II: Cross-cultural Communication and Translation Skills’.	
Learning Objectives	By the end of this course, the students will be able to: <ol style="list-style-type: none"> 1. Analyze basic communication skills and use them effectively in oral and written English 2. Develop skills as reflective and self-directed learners 3. Critically evaluate and review various types of texts and summarize them 4. Develop analytical and problem-solving skills to address various community-specific challenges 5. Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc. 	
Course Content	<ol style="list-style-type: none"> 1. Reading Skills <ol style="list-style-type: none"> 1.1. Reading for writing 1.2. Reading strategies 1.3. Critical reading skills 2. Sentence Structure <ol style="list-style-type: none"> 2.1. Word Class (forms) 2.2. Parts of a sentence (functions) 3. Overview of Common Writing Problems <ol style="list-style-type: none"> 3.1. Subject-verb Agreement 3.2. Common errors in the use of: <ol style="list-style-type: none"> 3.2.1. Verbs: subjunctive, causative, verbs of perception, etc. 3.2.2. Nouns: always singular, always plural, plural of singular nouns, etc. 3.2.3. Adjectives and adverbs: proper use of degrees, faulty comparison, etc. 3.2.4. Modifiers <ol style="list-style-type: none"> 3.2.4.1. Dangling modifier 3.2.4.2. Squinting modifier 	

	<p>3.3. Sentence Fragment 3.4. Run-on Sentences and Comma Splices 3.5. Parallelism 3.6. Collocation 3.7. Redundancy and Wordiness</p> <p>4. Punctuation 4.1. Punctuation 4.2. Capitalization</p> <p>5. Self-reflection 5.1. Introduction to the steps of essay writing 5.1.1. Determining the type of essay and the topic 5.1.2. Creating an outline 5.1.3. Developing thesis statement 5.1.4. Introduction 5.1.5. Body 5.1.6. Conclusion</p> <p>6. Personalized Learning 6.1. Learning preferences and strengths 6.2. Significance and planning of an oral presentation</p> <p>7. Community Engagement 7.1. Understanding local issues 7.2. Writing letter to editor 7.2.1. Preparing 7.2.2. Drafting 7.2.3. Editing 7.2.4. Finalizing</p>
Textbook(s)	<p>Nelson, G., & Greenbaum, S. (2018). <i>An introduction to English grammar</i>. Routledge. Eastwood, J. (1994). <i>Oxford guide to English grammar</i>. Oxford University Press.</p>
Suggested Reading	<p>Hands, P. (2011). <i>Collin Cobuild English Grammar (3rd ed.)</i>. Harper Collins Publishers. https://www.academia.edu/23703753/Collins_COBUILD_English_Grammar Langan, J. (2013). <i>College writing skills with readings</i>. Tata McGraw-Hill Education. http://library.lol/main/23DE6FE03A8848B047852766F91B1FD3 Murphy, R. (2019). <i>English grammar in use book with answers and interactive ebook (5th ed.)</i>. Cambridge University Press. Redman, P., & Maples, W. (2017). <i>Good essay writing: a social sciences guide</i>. Sage. Straus, J., Kaufman, L., & Stern, T. (2014). <i>The blue book of grammar and punctuation (11th ed.)</i>. Jossey-Bass. http://ngoangu.vimaru.edu.vn/wp-content/uploads/documents/The_Blue_Book_of_Grammar_and_Punctuation-1.pdf Turton, N. (1995). <i>ABC of common grammatical errors</i>. Macmillan Education. Woods, G., Anderson, W. M., & Ward, L. J. (2020). <i>English grammar essentials for dummies</i>. John Wiley & Sons Australia Ltd.</p>

Teaching/ Learning Strategies	Teaching will be done through lecture method with a combination of tasks/projects and presentations	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Cross Cultural Communication and Translation Skills		Course Type: Expository Writing II
Course Code: CG-102	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>The course introduces learners to cross cultural communication and translation in the 21st century. It aims to make students aware of the challenges in communicating across cultures by developing cross-cultural awareness and translation skills. Students will develop awareness of issues related to cultural identity and the significance of the role language plays in translating verbal and nonverbal aspects of various cultures. Using hands-on training for translating from and to English, the students will practise with various genres—including academic, business, and literary texts—and evaluate the quality of these through application of theory, best practices, and technology. The skills acquired in this course will help students interact across cultures in English and national or indigenous Pakistani languages at a professional level and develop career skills through an inspiration toward lifelong learning.</p>	
Learning Objectives	<p>By the end of this course students will have developed the ability to:</p> <ol style="list-style-type: none"> 1. engage in cross-cultural interactions by overcoming the challenges related to cross-cultural communication 2. translate texts related to different genres from the source language to the target language 3. use specific English language skills needed for translation 4. utilize the translation strategies and techniques to translate texts from their native 	
Course Content	<ol style="list-style-type: none"> 1. Cross-Cultural Communication and Translation Skills <ol style="list-style-type: none"> 1.1. Cultural Diversity in Symbolic Meaning 1.2. Utilization of Online Resources 1.3. Cultural Wisdom 1.4. Exploration of Cultural Differences through Taglines of Advertisements 1.5. Cultural Adaptation 1.6. Translation Techniques and Strategies 1.7. Translation of the Taglines of Advertisements 1.8. Collaborative Translation 1.9. Peer-feedback 1.10. Revising the Translation 1.11. Back-translation 2. Introduction to the Translation Process: Bio-Profiles on Social Media <ol style="list-style-type: none"> 2.1. Selecting and Writing about a Famous Person or Celebrity 2.2. Learning about the Translation Process 2.3. Researching Reading Bios 2.4. Reading Social Media Bios 2.5. Translating Celebrity Writing 	

	<p>2.6. Online Tools for Vocabulary Building and Translation 2.7. Writing and Translating Media Bio</p> <p>3. Translating Cultural Heritage through Folktales 3.1. Cross-cultural Awareness through Folklore and Translation 3.2. Analysis of Pakistani Folktales 3.3. Translation Applied to Folktales and Local Stories 3.4. Transcription of a Folktale 3.5. Thick Translation of a Folktale 3.6. Glossing the Folktale 3.7. Storytelling Techniques</p> <p>4. Translation in the Business World: Product Descriptions 4.1. Product Descriptions 4.2. Planning and Drafting the Project Description 4.3. Adding Visuals and Preparing</p> <p>5. Email for Business Communication 5.1. Email versus SMS 5.2. Netspeak and Internet Slang 5.3. Components of a Formal Email 5.4. Correcting Emails 5.5. Drafting an Email</p> <p>6. Translating Academic Work 6.1. Academic versus Literary Translation 6.2. Translation Discussion and Practice 6.3. Translation Work and Peer Review of Translation Work</p>
Textbook(s)	<p>Fan, H. (2017). Strategies for Translation of English Commercial Advertisements from the Intercultural Perspective. <i>Open Journal of Social Sciences</i>, 5, 38-45. https://doi.org/10.4236/jss.2017.511004</p> <p>Newmark, P. (1988). <i>A Textbook of Translation</i>. New York: Prentice Hall. (Chapter 9).</p> <p>Toegel, G. & Barsoux, J. L. (June 08, 2016). 3 situations where cross-cultural communication breaks down. <i>Harvard Business Review</i>. Retrieved from: https://hbr.org/2016/06/3-situations-where-cross-cultural-communication-breaks-down/</p>
Suggested Reading	<p>Technitrad. (March 10, 2016). <i>Back translation – What is it, and how is it done?</i> Retrieved from: https://www.technitrad.com/back-translation-what-is-it-and-how-is-it-done/#:~:text=Back%20translation%20is%20defined%20as,back%20to%20the%20original%20language</p> <p>Cortese, C. (May19,2019). How to Write the best Social Media Bios for every Platform. <i>Social Media</i>. Retrieved from: https://www.bluleadz.com/blog/social-media-bios-for-each-platform</p> <p>Hines, K. (2020). The 10 Elements of a Successful Social Media Profile. Retrieved from: https://neilpatel.com/blog/successful-social-media-profile/</p> <p>Newmark, P. (1988). <i>A Textbook of Translation</i>. New York: Prentice Hall. (Chapter 3)</p> <p>Henshall, P. & Ingram, D. (2021). The News Manual: Chapter-13 ‘Language & style-translation’. Retrieved from:</p>

	<p>https://www.thenewsmanual.net/Manuals%20Volume%201/volume1_13.htm</p> <p>Rurangwa, N. (2005). <i>Folklore, Culture, Language, and Translation</i>. WIREDSpace. http://wiredspace.wits.ac.za/bitstream/handle/10539/1570/Diss_C_Chap1.pdf?sequence=3&isAllowed=y</p> <p>Said, E. (1991). Identity, authority, and freedom: The potentate and the traveler. <i>Transition</i>, 54, 4-18. Retrieved from: http://www.jstor.org/stable/2934899?origin=JSTOR-pdf</p> <p>UNESCO. (2011). <i>What is Intangible Cultural Heritage? Intangible Cultural Heritage</i>. UNESCO. https://ich.unesco.org/en/what-is-intangible-heritage-00003</p> <p>Minhui, X. (2014). The Theory and Practice of Thick Translation. <i>Translation Quarterly</i>, 73, 58-72.</p> <p>University of North Carolina at Chapel Hill. (2021). <i>Editing and Proofreading</i>. The Writing Center. Retrieved April 5, 2021. https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/</p> <p>Argondizzo, P. (April 9, 2018). <i>SEO Translation vs. Localization: What's the Difference? Globalization, Marketing, Translation</i>. Retrieved from: https://www.argotrans.com/blog/seo-translation-vs-localization/</p> <p>Chotard, L. (Nov 14, 2013). <i>How to manage duplicate content on multilingual sites</i>. Retrieved from: https://www.textmaster.com/blog/duplicate-content-multilingual-sites</p> <p>Duistermaat, H. (Oct 6, 2019). <i>9 Ways to Write Product Descriptions that Inform and Persuade Your Customers</i>. Retrieved from: https://www.shopify.com/blog/8211159-9-simple-ways-to-write-product-descriptions-that-sell</p> <p>Hughes, J. (2020). <i>Your product description: How to write converting product descriptions</i>. Retrieved from: https://themeisle.com/blog/product-description-template/</p> <p>Newmark, P. (1988). <i>A Textbook of Translation</i>. New York: Prentice Hall. (Chapter- 14)</p>						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education
Course Title: Critical Reading and Academic Writing	Course Type: Expository Writing III
Course Code: CG-201	Credit Hours: 3
Duration: 16 Weeks	
Introduction	This course is a continuation of the two courses taught on grammar and sentence skills in the first two semesters. The aim of this course is to apply grammatical and structural competence attained in the preceding semesters to write expositions. English Literature will serve as content of the expository patterns of writing. The long term aim of the course is to develop an ability in the undergraduate students to extend expository writing to their future professional domains.
Learning Objectives	After completing the course, the students will be able to: <ol style="list-style-type: none"> 1. Write to convey facts 2. Write to compare concepts and entities using analogies. 3. Write to define things and abstract ideas, 4. Write to classify a phenomenon on the basis of some criteria. 5. Write to contrast things, persons, ideas etc. 6. Write about prose, fiction, plays, and poetry using expository patterns.
Course Content	<ol style="list-style-type: none"> 1. Writing to Inform: Exposition <ol style="list-style-type: none"> 1.1. The purpose of expository writing 1.2. Information 1.3. Uses of informative writing 1.4. Writing to explain, demonstrate, or explore a topic 2. Developing Expository Writing <ol style="list-style-type: none"> 2.1. Facts 2.2. Analogy 2.3. Definition 2.4. Classification 2.5. Comparison and Contrast 3. The Writer's Credibility <ol style="list-style-type: none"> 3.1. Credentials 3.2. Tone and diction 3.3. Rhetorical stance 4. The Content of Expository Writing <ol style="list-style-type: none"> 4.1. Sincerity, adequacy, and relevance/ Maxims of communication 4.2. Reliability of sources and logical coherence (avoidance from fallacies). 5. Writing about Literature <ol style="list-style-type: none"> 5.1. Reasons for reading 5.2. Response and explication

	<p>6. Elements of Prose Fiction</p> <p>6.1. The narrator 6.2. The theme 6.3. Structure/Plot 6.4. Imagery</p> <p>7. Writing about Poetry</p> <p>7.1. Literal meaning 7.2. Formal structure 7.3. The language of poetry</p> <p>8. Literary Readings for Expository Writing</p> <p>8.1. Prose</p> <p>a. Why I Write <i>George Orwell</i> b. Between Peshawar and Lahore <i>Aldous Huxley</i> c. Work <i>Bertrand Russell</i> d. Culture is Ordinary <i>Raymond Williams</i> e. The War Prayer <i>Mark Twain</i></p> <p>8.2. Short Stories</p> <p>a. The Doll's House <i>Katherine Mansfield</i> b. In Another Country <i>Ernest Hemingway</i> c. The Lady or The Tiger <i>Frank Stockton</i> d. Mirage <i>Talat Abbasi</i> e. The Wish <i>Roald Dahi</i></p> <p>8.3. Poetry</p> <p>a. The Table Turned <i>William Wordsworth</i> b. A Piece of Paper <i>Julia Briggs</i> c. Know Then Thyself <i>Alexander Pope</i> d. The Old Professor <i>John Holmes</i> e. Since Brass nor Stone <i>William Shakespeare</i></p>						
Textbook(s)	Kriszner, L. G., & Mandell, S. R. (2015). <i>Patterns for college writing</i> . Boston: Bedford/St. Martin's.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education		
Course Title: Islamic Studies		Course Type: Islamiat	
Course Code: CG-202	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course intends to focus on the understanding of Islam. The most authentic source of revealed knowledge is Qura'an and Sunnah. The guidelines given by these sources will lead to be a practicing Muslims. This course will connect the young generation to the Islamic principles and make them well aware about the way to lead and play their different roles in life. This will also motivate students to understand the challenges of the current era and how to address them as a Muslim.		
Learning Objectives	<p style="text-align: right;">اهداف و مقاصد</p> <p>۱۔ طلبہ کو قرآن و حدیث سے استفادہ کے قابل بنانا۔</p> <p>۲۔ طلبہ کے قلوب و اذہان میں قرآن و سنت کی روح اور علم کو راسخ کرنا۔</p> <p>۳۔ طلبہ میں اسوہ ختم المرسلین صلی اللہ علیہ وسلم کے اتباع اور حُب رسولؐ کا جذبہ پیدا کرنا۔</p> <p>۴۔ اسلام کی بنیادی تعلیمات کا فہم آسان بنانا اور طلبہ کی اسلامی بنیادوں پر تربیت کرنا۔</p> <p>۵۔ اُمتِ مسلمہ کو درپیش عصرِ جدید کے چیلنجوں سے طلبہ کو آگاہ کرنا۔</p>		
Course Content	<p style="text-align: right;">1. القرآن الکریم</p> <p>الف۔ قواعد لغۃ القرآن (قرآنی گرامر) الماضی و المضارع، الأمر و النهی، الجملة الاسمية و الفعلية، المركب الإضافی و التوصیفی، الضمائر و حروف الجر</p> <p>ب۔ منتخب قرآنی آیات کا لغوی و با محاورہ ترجمہ و تشریح (ضمیمہ 'الف') (ترجمہ و شرح نخبہ من الآيات القرآنية لغة و سلاسة: ملحق 'الف')</p> <p style="text-align: right;">2. الحدیث النبوی</p> <p>نخب احادیث نبویہ کا لغوی و با محاورہ ترجمہ و تشریح (ضمیمہ 'ب') (ترجمہ و شرح نخبہ من الاحادیث النبویة لغة و سلاسة: ملحق 'ب')</p> <p>نوٹ: اساتذہ کرام آیات و احادیث کی تعلیم و تدریس کے دوران لغوی اور با محاورہ ترجمہ کے ضمن میں مندرجہ بالا قواعد عربیہ کی تطبیق کا اہتمام کریں۔</p>		

	<p>3- سیرت النبی صلی اللہ علیہ وسلم</p> <p>(1) مطالعہ سیرت کی ضرورت و اہمیت</p> <p>(2) نبی کریم ﷺ کی حکمت انقلاب (بجرت، مواخات، میثاق مدینہ، صلح حدیبیہ، خطبہ حجۃ الوداع)</p> <p>(3) تزکیہ نفس اور تعمیر سیرت و شخصیت کا نبوی ﷺ منہاج اور عملی نمونے (عشرہ مبشرہ، امہات المومنین، اولاد النبی ﷺ)</p> <p>(4) تشکیل اجتماعیت و معاشرت اور اسوہ حسنہ</p> <p>4- اسلامی تہذیب و ثقافت</p> <p>(1) اسلامی تہذیب و ثقافت کے خصائص (توحید، روحانیت، تصور مسؤلیت، انسانی عظمت و مساوات، عالمگیر اخوت، عدل اجتماعی، اخلاقی اقدار، انسانی حقوق، رواداری، اعتدال و توازن)</p> <p>(2) اسلامی تہذیب و ثقافت کے عالمی اثرات</p> <p>(3) مغربی تہذیب و ثقافت اور اسلام</p> <p>i. مغربی تہذیب و ثقافت کے خصائص و اثرات</p> <p>ii. تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ</p> <p>(4) اسلام کا سیاسی نظام</p> <p>(5) اسلام کا معاشی نظام</p> <p>(6) اسلام کا معاشرتی نظام</p> <p>(7) اسلام اور سائنس</p> <p>(8) خلافت راشدہ کا دور</p>
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ضميمه الف: منتخب آيات قرآن
(ملحق الف: نخبه من آيات القرآن)

(i) البقرة (2) الآية 1 تا 5 و 284 تا 287 (ايمانيات)

اللَّهُ [1] ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ [2] الَّذِينَ يُؤْمِنُونَ بِالْغَيْبِ وَيُقِيمُونَ الصَّلَاةَ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ [3] وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ وَمَا أُنزِلَ مِنْ قَبْلِكَ وَ بِالْآخِرَةِ هُمْ يُوقِنُونَ [4] أُولَئِكَ عَلَى هُدًى مِنْ رَبِّهِمْ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ [5]

لَسَوْفَ نَأْتِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَرَأَيْنَا سَافِرِينَ فَالْمَلَكُ أَوْ تَخْفُوهُ يُحَاسِبُكُمْ بِاللَّهِ فَسَيُفَرِّغُنَّ لَكُمْ رِجْسَهُ وَ يُعَذِّبُ عَنْ رِجْسِهِ الرَّاسُونَ عَلَى كُلِّ نَفْسٍ بِمَا كَسَبَتْ بِمَا أُنزِلَ إِلَيْهِ مِنْ رَبِّهِ وَالْمُؤْمِنُونَ كُلٌّ آمِنٌ بِاللَّهِ وَمَلَكِهِ وَكِتَابِهِ وَمَا أُنزِلَ مِنْ رَبِّهِ مِنْ رُسُلِهِ وَ قَالُوا سَمِعْنَا وَأَطَعْنَا غُفْرَانَكَ رَبَّنَا وَإِلَيْكَ الْمَصِيرُ [284] لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَ لَا تَحْمِلْ عَلَيْنَا أَوْرَاقَنَا كَمَا سَمَلْتَنَا عَلَى الْوُدَيْنِ مِنْ قَبْلِنَا رَبَّنَا وَ لَا تُحِثْ عَلَيْنَا مَا أَهْبَأْتَنَا بِهِ وَاعْلَمْ أَنَّكَ وَ الْغَفِيرُ لَنَا وَ أَرْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ [286]

(ii) الأحزاب (33) الآية 1، 2، 3، 33، 34، 51 تا 59، 58

(تخصصات نبيه: اسوه حسنه، ختم نبوت، مقام رسالت، ناموس رسالت، ازواج النبي)
النَّبِيِّ أُولَى بِالْمُؤْمِنِينَ مِنْ نَفْسِهِمْ وَ أَزْوَاجَهُمْ أُمَّهَاتُهُمْ وَ أَوْلَادُ الْأَرْحَامِ بَعْضُهُمْ أَوْلَى بِبَعْضٍ فِي كِتَابِ اللَّهِ مِنَ الْمُؤْمِنِينَ وَ الْمُهَاجِرِينَ إِلَّا أَنْ تَقُولُوا أَلَيْسَ أَوْلَىٰ بِأُولَىٰكُمْ مَعْرُوفًا كَانَ ذَلِكَ فِي الْكِتَابِ مَسْطُورًا [6]

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ مِنْ بَرٍّ ذَلِيلًا وَ الْيَوْمِ الْآخِرِ وَ ذَكَرَ اللَّهُ كَثِيرًا [21] يُسَاءُ النَّبِيُّ لِسُنَّتِ كِتَابِهِ مِنَ النِّسَاءِ إِنْ اتَّقَيْتُنَّ فَلَا تَحْضَعْنَ بِالْقَوْلِ يُبَسِّطِ الْيَدِ فِي قَلْبِهِ مَرْحُومٌ وَ قُلْنَ قَوْلًا مَعْرُوفًا [32] وَ تَرْنَ فِي بُيُوتِكُنَّ وَ لَا تَبَرَّجْنَ تَبَرُّجَ الْجَاهِلِيَّةِ الْأُولَى وَ اقْنَعْنَ الصَّلَاةَ وَ الْحِلْمَ وَ الْبِرَّ وَ اطَّعْنَ اللَّهَ وَ رَسُولَهُ إِنَّمَا يُرِيدُ اللَّهُ لِيُذْهِبَ عَنْكُمُ الرِّجْسَ أَهْلَ الْبَيْتِ وَيُطَهِّرَكُمْ تَطْهِيرًا [33]

مَا كَانَ مُحَمَّدٌ أَبَا أَحَدٍ مِنْ ذَوَاتِكُمْ وَ لَكِنْ رَسُولَ اللَّهِ وَ خَلَّمَ النَّبِينَ وَ كَانَ اللَّهُ بِكُلِّ شَيْءٍ عَلِيمًا [40] إِنْ أَلَمْتُمْ فَلَيْسَ بِنَبِيِّكُمْ عَلَى النَّبِيِّ بِاللَّهِ الَّذِينَ آمَنُوا فَاتَّقُوا اللَّهَ وَ سَبِّحُوا بِحَمْدِ اللَّهِ فِي الْأَسْبَاطِ [56]

إِنَّ الَّذِينَ يُؤْذُونَ اللَّهَ وَرَسُولَهُ لَعَنَهُمُ اللَّهُ فِي الدُّنْيَا وَالْآخِرَةِ وَأَعَدَّ لَهُمْ عَذَابًا مُهِينًا [57]
وَالَّذِينَ يُؤْذُونَ الْمُؤْمِنِينَ وَالْمُؤْمِنَاتِ بَغَيْرِ مَا كُتِبَ لَهُمْ يَحْتَسِبُ أَنْ يُكْفَرُوا بِهِمْ وَإِنَّهُمْ لَمُتَّعُونَ
بِأَيَّامٍ نَبِيئَةٍ قَلِيلًا وَإِنَّهُمْ لَشَرٌّ عَلَىٰ آلِئِنَّهَا النَّبِيُّ قُلْ لَأَزْوَاجِكُمْ وَبَنَاتِكُمْ وَنِسَاءَ الْمُؤْمِنِينَ يُدْرَبُنَّ عَلَيْهِنَّ مِنْ جَلَابِئِبِهِنَّ ذَلِكَ آذَنِي أَنْ
يُذَرَّفْنَ فَلَا يُؤْذِينَ وَكَانَ اللَّهُ عَظِيمًا [59]

(iii) الفتح (۳۸) الآية : ۲۹ (رسالت محمدیه اور خصائص اصحاب رسول)

مُحَمَّدٌ رَسُولُ اللَّهِ وَالَّذِينَ مَعَهُ أَشِدَّاءُ عَلَى الْكُفَّارِ رَحِمَاءٌ بَيْنَهُمْ تَرَاهُمْ رُكَّعًا سُجَّدًا يَبْتَغُونَ
فَضْلًا مِنَ اللَّهِ وَرِضْوَانًا سِيمَاهُمْ فِي وُجُوهِهِمْ مِنْ أَثَرِ السُّجُودِ ذَلِكَ مَثَلُهُمْ فِي التَّوْرَةِ وَمَثَلُهُمْ
فِي الْإِنْجِيلِ كَنَزْعٍ أَخْرَجَ شَطَنَهُ فَآزَرَهُ فَاسْتَغْلَظَ فَاسْتَوَىٰ عَلَىٰ سُوقِهِ يُعْجِبُ الزُّرَّاعَ لِيَصِيظَ
بِهِمُ الْكُفَّارَ وَعَدَّ اللَّهُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ مِنْهُمْ مَغْفِرَةً وَأَجْرًا عَظِيمًا [29]

(iv) الصف (۶۱) الآية : ۱۳ (بشارت بعثت ختم المرسلین، ہجرت، جہاد، نصرت اور غلبہ دین)

سَخَّ لِلَّهِ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَهُوَ الْعَزِيزُ الْحَكِيمُ [1] يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ
مَا لَا تَفْعَلُونَ [2] كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ [3] إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ
فِي سَبِيلِهِ صَفًا كَانَتْهُمْ بَنَاتٍ مَرْدُودًا [4] وَإِذْ قَالَ مُوسَىٰ لِقَوْمِهِ يَا قَوْمِ لِمَ تَقُولُونَ وَقَدْ
تَعْلَمُونَ أَنَّ رَسُولَ اللَّهِ إِلَهُكُمْ فَلَمَّا زَاغُوا أَزَاعَ اللَّهُ قُلُوبَهُمْ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الْفَاسِقِينَ [5]
وَإِذْ قَالَ عِيسَى ابْنُ مَرْيَمَ بَنِي إِسْرَائِيلَ إِنِّي رَسُولُ اللَّهِ إِلَيْكُمْ مُصَدِّقًا لِمَا بَيْنَ يَدَيَّ مِنَ التَّوْرَةِ
وَأُبَشِّرُ بِرَسُولٍ يَأْتِي مِنْ بَعْدِي اسْمُهُ أَحْمَدُ فَلَمَّا جَاءَهُمْ بِالْبَيِّنَاتِ قَالُوا هَذَا سِحْرٌ مُبِينٌ [6]
وَمَنْ أَظْلَمُ مِمَّنِ افْتَرَىٰ عَلَى اللَّهِ الْكُذْبَ وَهُوَ يُدْعَىٰ إِلَى الْإِسْلَامِ وَاللَّهُ لَا يَهْدِي الْقَوْمَ الظَّالِمِينَ [7]
يُرِيدُونَ لِيُطْفِئُوا نُورَ اللَّهِ بِأَفْوَاهِهِمْ وَاللَّهُ مُتِمُّ نُورِهِ وَلَوْ كَرِهَ الْكَافِرُونَ [8] هُوَ الَّذِي أَرْسَلَ
رَسُولَهُ بِالْهُدَىٰ وَدِينِ الْحَقِّ لِيُظْهِرَهُ عَلَى الدِّينِ كُلِّهِ وَلَوْ كَرِهَ الْمُشْرِكُونَ [9] يَا أَيُّهَا الَّذِينَ آمَنُوا
هَلْ أَذَلَّكُمْ عَلَىٰ تِجَارَةٍ تُنْجِيكُمْ مِنْ عَذَابٍ أَلِيمٍ [10] تَوْمِنُونَ بِاللَّهِ وَرَسُولِهِ وَتُجَاهِدُونَ فِي
سَبِيلِ اللَّهِ بِأَمْوَالِكُمْ وَأَنْفُسِكُمْ ذَلِكُمْ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ تَعْلَمُونَ [11] يَغْفِرْ لَكُمْ ذُنُوبَكُمْ
وَيُدْخِلْكُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ وَمَسْكِنٍ طَيِّبَةٍ فِي جَنَّاتٍ عَدْنٍ ذَلِكَ الْقَوْمُ الْعَظِيمُ [12]
وَأُخْرَىٰ تُحِبُّونَهَا نَصْرَ مِنَ اللَّهِ وَفَتْحَ قَرِيبٍ رَبِّيَرِ الْمُؤْمِنِينَ [13] يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا
أَنْصَارَ اللَّهِ كَمَا قَالَ عِيسَى ابْنُ مَرْيَمَ لِلْحَوَارِيِّينَ مَنْ أَنْصَارِي إِلَى اللَّهِ قَالَ الْحَوَارِيُّونَ نَحْنُ
أَنْصَارُ اللَّهِ فَامْسِكْ طَائِفَةٌ مِنْ بَنِي إِسْرَائِيلَ وَكَفَرَتْ طَائِفَةٌ فَأَيَّدْنَا الَّذِينَ آمَنُوا عَلَىٰ عَدُوِّهِمْ
فَأَصْبَحُوا ظَاهِرِينَ [14]

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَقْدِمُوا بَيْنَ يَدَيْ اللَّهِ وَرَسُولِهِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ سَمِيعٌ عَلِيمٌ [1] يَا أَيُّهَا
الَّذِينَ آمَنُوا لَا تَرْفَعُوا أَصْوَاتَكُمْ فَوْقَ صَوْتِ النَّبِيِّ وَلَا تَجْهَرُوا لَهُ بِالْقَوْلِ كَجَهْرِ بَعْضِكُمْ
لِبَعْضٍ أَنْ تَحْبَطَ أَعْمَالُكُمْ وَأَنْتُمْ لَا تَشْعُرُونَ [2] إِنَّ الَّذِينَ يَغُضُّونَ أَصْوَاتَهُمْ عِنْدَ رَسُولِ اللَّهِ
أُولَئِكَ الَّذِينَ امْتَحَنَ اللَّهُ قُلُوبَهُمْ لِيَتَّقُوا لَهُمْ مَغْفِرَةً وَأَجْرٌ عَظِيمٌ [3] إِنَّ الَّذِينَ ينادُونَكَ مِنْ
وَرَاءِ الْحُجُرَاتِ أَكْثَرُهُمْ لَا يَعْقِلُونَ [4] وَلَوْ أَنَّهُمْ صَبَرُوا حَتَّى تَخْرُجَ إِلَيْهِمْ لَكَانَ خَيْرًا لَهُمْ
وَاللَّهُ غَفُورٌ رَحِيمٌ [5] يَا أَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَنْ تُصِيبُوا قَوْمًا بِجَهَالَةٍ
فُتُصِبُوا عَلَى مَا فَعَلْتُمْ بَغْيًا [6] وَأَعْلَمُوا أَنَّ فِيكُمْ رَسُولَ اللَّهِ لَوْ يُطِيعُكُمْ فِي كَثِيرٍ مِنَ الْأُمْرِ
لَعَيَّبْتُمْ وَلَكِنَّ اللَّهَ حَبَّبَ إِلَيْكُمُ الْإِيمَانَ وَزَيَّنَهُ فِي قُلُوبِكُمْ وَكَرَّهَ إِلَيْكُمُ الْكُفْرَ وَالْفُسُوقَ
وَالْعِصْيَانَ أُولَئِكَ هُمُ الرَّشِدُونَ [7] فَضَلَّ مِنَ اللَّهِ وَنِعْمَةً وَاللَّهُ عَلِيمٌ حَكِيمٌ [8] وَإِنْ طَائِفَتَيْنِ
مِنَ الْمُؤْمِنِينَ اخْتَلَفَا فَاصْلِحُوا بَيْنَهُمَا فَإِن بَغَتْ إِحْدَاهُمَا عَلَى الْأُخْرَى فَقَاتِلُوا الَّتِي تَبْغِي حَتَّى
تَفِيءَ إِلَى أَمْرِ اللَّهِ فَإِنَّ فَاءَ تِ فَاصْلِحُوا بَيْنَهُمَا بِالْعَدْلِ وَأَقْسِطُوا إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ [9]
إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَاصْلِحُوا بَيْنَ أَخْوَابِكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ [10] يَا أَيُّهَا الَّذِينَ آمَنُوا
لَا يَسْخَرُ قَوْمٌ مِنْ قَوْمٍ عَسَى أَنْ يَكُونُوا خَيْرًا مِنْهُمْ وَلَا نِسَاءٌ مِنْ نِسَاءٍ عَسَى أَنْ يَكُنَّ خَيْرًا
مِنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَنْ لَمْ يَتُبْ
فَأُولَئِكَ هُمُ الظَّالِمُونَ [11] يَا أَيُّهَا الَّذِينَ آمَنُوا اجْتَنِبُوا كَثِيرًا مِمَّنَ الظَّنِّ إِنَّ بَعْضَ الظَّنِّ إِثْمٌ وَلَا
تَجَسَّسُوا وَلَا يَغْتَبِ بَعْضُكُمُ بَعْضًا يُحِبُّ أَحَدُكُمْ أَنْ يَأْكُلَ لَحْمَ أَخِيهِ مَيْتًا فَكَرِهْتُمُوهُ وَاتَّقُوا
اللَّهَ إِنَّ اللَّهَ تَوَّابٌ رَحِيمٌ [12] يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ [13]
قَالَتِ الْأَعْرَابُ آمَنَّا قُلْ لَمْ تُؤْمِنُوا وَلَكِنْ قُولُوا أَسْلَمْنَا وَلَمَّا يَدْخُلِ الْإِيمَانُ فِي قُلُوبِكُمْ وَإِنْ
تُطِيعُوا اللَّهَ وَرَسُولَهُ لَا يَلِتْكُمْ مِنْ أَعْمَالِكُمْ شَيْئًا إِنَّ اللَّهَ غَفُورٌ رَحِيمٌ [14] إِنَّمَا الْمُؤْمِنُونَ الَّذِينَ
آمَنُوا بِاللَّهِ وَرَسُولِهِ ثُمَّ لَمْ يَرْتَابُوا وَجَاهَدُوا بِأَمْوَالِهِمْ وَأَنْفُسِهِمْ فِي سَبِيلِ اللَّهِ أُولَئِكَ هُمُ
الضَّادِقُونَ [15] قُلْ اتَّقُوا اللَّهَ الَّذِي بَدَّلَكُمْ وَرَسُولَكُمْ وَاللَّهُ يَعْلَمُ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ وَاللَّهُ بَكُلِّ
شَيْءٍ عَلِيمٌ [16] يَمَسُّونَ عَلَيْكَ أَنْ أَسْلَمُوا قُلْ لَا تَمْتَرُوا عَلَيَّ إِسْلَامُكُمْ بَلِ اللَّهُ يَمَسُّ عَلَيْكُمْ أَنْ
هَدَيْتُمْ لِلْإِيمَانِ إِذْ كُنْتُمْ ضَالِّينَ [17] إِنَّ اللَّهَ يَعْلَمُ غَيْبَ السَّمَوَاتِ وَالْأَرْضِ وَاللَّهُ بَصِيرٌ بِمَا
تَعْمَلُونَ [18]

(vi) الأنعام (٦) الآية: ١٥١ تا ١٥٣ (حقوق العباد)

قُلْ تَعَالَوْا أَنِ اعْلَمُوا مَآ حَرَّمَ رَبِّيَ كُفْرًا بِإِلَهِهِ وَإِلَهِ الَّذِينَ آخَرُوا بِهِ سُبْحَانَ رَبِّنَا أَلَّا تُفَكَّرُوا بِهِ تَقْتُلُوا أَوْلَادَكُمْ مِنْ إِمْلَاقٍ نَحْنُ نَرْزُقُكُمْ وَإِنَّهُمْ رَبَّنَا أَلَّا تَفْقَهُوا شِعْرَةَ اللَّهِ الَّتِي كَلَّمَ الَّذِينَ كَفَرُوا بِهٖ لَعَلَّكُمْ تُعْقِلُونَ [151] وَلَا تَقْرَبُوا مَالَ الْيَتِيمِ إِلَّا بِالَّتِي هِيَ أَحْسَنُ حَتَّىٰ يَبْلُغَ أَشُدَّهُ وَأُولُوا الْأَكْمَامِ وَالْمِسْرِينَ بِالْقِسْطِ لَا تُكَلِّفُوا نَفْسًا إِلَّا وُسْعَهَا وَإِذَا قُلْتُمْ فَاعْبُدُوا لَهُ لَوْ كَانَ ذَا قُرْبَىٰ رَبِّعْبُدُوا لَهُ لَعَلَّكُمْ تُفْقَهُونَ [152] وَإِنَّ هَٰذَا صِرَاطِي مُسْتَقِيمًا فَاتَّبِعُوهُ وَلَا تَتَّبِعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَنْ سَبِيلِهِ ذِِكْرًا لَّكُمْ وَحُكْمًا يٰٓأَيُّهَا الَّذِينَ آمَنُوا لَا تَتَّبِعُوا

(vii) الفرقان (٢٥) الآية: ٦٣ تا ٧٤ (آداب معاشرت)

وَعِبَادَ الرَّحْمَٰنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا [63] وَالَّذِينَ يَبِيتُونَ لِرَبِّهِمْ سُجَّدًا وَقِيَامًا [64] وَالَّذِينَ يَقُولُونَ رَبَّنَا اصْرِفْ عَنَّا عَذَابَ جَهَنَّمَ إِنَّ عَذَابَهَا كَانَ غَرَامًا [65] إِنَّهَا سَاءَتْ مُسْتَقَرًّا وَمُقَامًا [66] وَالَّذِينَ إِذَا أَنْفَقُوا لَمْ يُسْرِفُوا وَلَمْ يَقْتُرُوا وَكَانَ بَيْنَ ذَلِكَ قُرْآنًا [67] وَالَّذِينَ لَا يَدْعُونَ مَعَ اللَّهِ إِلَٰهًا آخَرَ وَلَا يَقْتُلُونَ النَّفْسَ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَلَا يَزْنُونَ وَمَنْ يَفْعَلْ ذَٰلِكَ يَأْتِ ذَٰلِكَ بِمَا يَكْفُرُ بِهِ إِنَّ اللَّهَ يَصِفُ الْمُكَفِّرِينَ وَالْمُتَكَبِّرِينَ [68] يُضَعِّفُ لَهُ الْعَذَابَ يَوْمَ الْقِيَامَةِ وَيَخْلِفُ فِيهِ مَهَيَّاتًا [69] إِلَّا مَنْ تَابَ وَآمَنَ وَعَمِلَ صَالِحًا فَأُولَٰئِكَ يُبَدِّلُ اللَّهُ سَيِّئَاتِهِمْ حَسَنَاتٍ وَكَانَ اللَّهُ غَفُورًا رَحِيمًا [70] وَمَنْ تَابَ وَعَمِلَ صَالِحًا فَإِنَّهُ يَتُوبُ إِلَى اللَّهِ مَتَابًا [71] وَالَّذِينَ لَا يَشْهَدُونَ الزُّورَ وَإِذَا مَرُّوا بِاللَّغْوِ مَرُّوا كِرَامًا [72] وَالَّذِينَ إِذَا ذُكِّرُوا بِآيَاتِ رَبِّهِمْ لَمْ يُجِرُوا عَلَيْهَا سُومًا وَغَمًّا [73] وَالَّذِينَ يَقُولُونَ رَبَّنَا اصْرِفْ عَنَّا عَذَابَ جَهَنَّمَ إِنَّ عَذَابَهَا كَانَ غَرَامًا [74] أُولَٰئِكَ يَجْزُونَ الْعَذَابَ بِمَا صَبَرُوا وَيَلْقَوْنَ فِيهَا كَلْبًا وَنَارًا خَالِدًا فِيهَا وَلَهُمْ فِيهَا عَذَابٌ أَلِيمٌ [75] خَالِدِينَ فِيهَا حَسْبُ مُسْتَقَرًّا وَمُقَامًا [76] قُلْ مَا يَعْبُرُ بِكُمْ رَبِّي لَوْلَا دَعَاؤُكُمْ فَقَدْ كَذَّبْتُمْ فَسَوْفَ يَكُونُ لِزَامًا [77]

(viii) النحل (٦٦) الآية: ١٣ تا ١٤ (تفكير وتدبر)

وَسَخَّرَ لَكُمُ اللَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالنُّجُومَ مُسَخَّرَاتٍ بِأَمْرِهِ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَعْقِلُونَ [12] وَمَا ذَرَأْتُمْ فِي الْأَرْضِ مُخْتَلِفًا أَلْوَانًا إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَذَّكَّرُونَ [13] وَحَسْرَتٌ لِّذِي السُّحْرِ لَمَّا كَانُوا عِنْدَ لَحْمَاءِ صَبْرًا وَتَسْتَخِرُ جَوَارِمُهُ جَلِيدًا تَكْسِبُوهَا وَتَرَى الْفُلَّكَ مَرَايِرَ فِيهِ وَتَبْتَغُوا مِنْ قَضِيهِ وَكَلَّكُمْ تَشْكُرُونَ [14]

ضميمه ب: منتخب احاديث نبويه

(ملحق ب: نخبة من الأحاديث النبويه)

(١) عن عمر بن الخطاب رضى الله عنه قال: سمعت رسول الله صلى الله عليه وسلم يقول: إنما الأعمال بالنيات، وإنما لامرئ ما نوى، فمن كانت هجرته الى الله ورسوله فهجرته الى الله ورسوله ومن كانت هجرته الى دنيا يصيبها او امرأة يتزوجها فهجرته الى ما هاجر إليه. (رواه البخارى و مسلم)

(٢) عن عثمان بن عفان رضى الله عنه عن النبي صلى الله عليه وسلم قال: خيركم من تعلم القرآن وعلمه. (رواه البخارى)

(٣) عن مالك بن انس قال، قال رسول الله صلى الله عليه وسلم: تركت فيكم أمرين لن تضلوا ما تمسكتم بهما، كتاب الله وسنة رسوله. (رواه مالك فى الموطأ رسلاً)

(٣) عن ابن عمر رضى الله عنهما قال، قال رسول الله صلى الله عليه وسلم: بنى الإسلام على خمس، شهادة أن لا إله إلا الله وأن محمداً عبده ورسوله وإقام الصلاة وإيتاء الزكاة والحج وصوم رمضان. (متفق عليه)

(٥) عن عمر بن الخطاب رضى الله عنه قال: بينما نحن عند رسول الله صلى الله عليه وسلم ذات يوم إذ طلع علينا رجل شديد بياض الثياب شديد سواد الشعر لا يرى عليه أثر السفر ولا يعرفه منا احد حتى جلس الى النبي صلى الله عليه وسلم فاسند ركبته الى ركبته ووضع كفيه على فخذيه وقال: يا محمد، أخبرنى عن الإسلام؟ فقال رسول الله صلى الله عليه وسلم: الإسلام أن تشهد أن لا إله إلا الله وأن محمداً رسول الله وتقيم الصلاة وتؤتى الزكاة وتصوم رمضان وتحج البيت إن استطعت إليه سبيلاً، قال صدقت، قال: فمعجبنا له يسأله ويصدقه، قال: فأخبرنى عن الإيمان؟ قال: أن تؤمن بالله وملكته وكتبه ورسله واليوم الآخر وتؤمن بالقدر خيره وشره، قال: صدقت، قال: فأخبرنى عن الإحسان؟ قال: أن تعبد الله كأنك تراه فإن لم تكن تراه فإنه يراك، قال: فأخبرنى عن الساعة؟ قال: ما المسؤول عنها بأعلم من السائل، قال: فأخبرنى عن أماراتها؟ قال: أن تلد الأمة ربتها وأن ترى الحفاة العراة العالة رعاء الشاء يتطاولون فى البنيان، قال: ثم انطلق، فليست ملياً ثم قال لى: يا عمر أتدرى من السائل؟ قلت: الله ورسوله أعلم، قال: فإنه جبرئيل أتاكم يعلمكم دينكم. (رواه مسلم)

(٦) عن شيرمة بن معبد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: مروا الصبيان الصلاة إذا بلغ سبع سنين و إذا بلغ عشر سنين فاضربوه عليها. أخرجه أبو داؤد و الترمذى ولفظه: علموا الصبي الصلاة ابن سبع سنين واضربوه عليها ابن عشر. (صحيح البخارى)

(٤) عن معاوية رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم:

من يرد الله به خيراً يفقهه في الدين. (رواه البخاري)

(٨) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: من ملك طريقاً يلتمس فيه علماً سهل الله له به طريقاً إلى الجنة، وما اجتمع قوم في بيت من بيوت الله يتلون كتاب الله ويتدارسون بينهم إلا نزلت عليهم السكينة وغشيتهم الرحمة وحفتهم الملائكة وذكرهم الله فيمن عنده، ومن بطأ به عمله لم يسرع به نسبه. (رواه مسلم)

(٩) عن أبي هريرة رضى الله عنه قال: كان رسول الله صلى الله عليه وسلم يقول: اللهم إني أعوذ بك من أربع، من علم لا ينفع، ومن قلب لا يخشع، ومن نفس لا تشبع، ومن دعاء لا يسمع.

(رواه أحمد، وأبو داود، وابن ماجه: مشكوة المصابيح)

(١٠) عن ابن مسعود رضى الله عنه عن أبي صلى الله عليه وسلم قال: لا نزول قلنا ابن آدم حتى يمثل عن خمس عن عمره لهما النجاه، وعن شابه لهما أهله، وعن ما له من أين اكتسبه ولهما أفقده، وما طاعل لهما علم. (جامع ترمذي)

(١١) عن عبدالله قال قال رسول الله صلى الله عليه وسلم طلب كسب الحلال فريضة بعد لفريضة (نعم: ابن أبي عمير)

(١٢) عن أبي سعيد رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: الشاجر الصدوق الأمين مع النبيين والصديقين والشهداء. (جامع الترمذي، سنن الدارمي، سنن تار قطنى)

(١٣) عن أبي هريرة رضى الله عنه أن رسول الله قال: أتلدرون ما المفلس؟ قالوا المفلس فينا من لا درهم له ولا متاع، فقال: إن المفلس من أتى من أتى يوم القيمة بصلوة وصيام وزكوة، و يأتي لده شتم هذا وقذف هذا وأكل مال هذا وسفك دم هذا وضرب هذا، فيعطى هذا من حسناته وهذا من حسناته، لأن فضلت حسناته، فهل أن يقضى ما عليه أخذ من خطاياهم فطرحت عليه ثم طرح في النار. (مسلم: كتاب البر)

(١٤) عن أبي الدرداء رضى الله عنه أن رسول الله صلى الله عليه وسلم قال: إن أقل شيء يرضع في ميزان الميزان يوم القيامة خلق حسن، وإن الله يبغض الفاحش البذيء (رواه الترمذي)

(١٥) عن ابن عباس رضى الله عنهما أن النبي صلى الله عليه وسلم قال: أربع من أعطيهن فقد أعطى خير الدنيا والآخرة، قلباً شاكراً ولساناً ذاكراً ولباً على البلاء صلواً وزوجة لا تبى حواشى قصها وما له (مسلم)

(١٦) عن أبي هريرة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم: اجتنبوا السبع المصريات، قالوا: يا رسول الله وما هن؟ قال: الشرك بالله والسحر ولعل النفس التي حرم الله إلا بالحق وأكل الربوا وأكل مال اليتيم والتولي يوم الزحف وقذف المحصنات المؤمنات الغافلات. (متفق عليه)

(١٧) عن أبي سعيد الخدري رضى الله عنه، عن رسول الله صلى الله عليه وسلم قال: من رأى منكم منكراً فليغيره بيده فإن لم يستطع فليسنه، وإن لم يستطع فليقلبه، وذلك أضعف الإيمان (رواه مسلم)

- (١٨) قال رسول الله صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ يَجَاءُ بِالرَّجُلِ يَوْمَ الْقِيَامَةِ فَيُلْقَى فِي النَّارِ فَيَنْدَلِقُ اقْتَابَهُ فِي النَّارِ فَيُطْحَنُ فِيهَا كَطْحَنِ الْحِمَارِ بِرِجَاهِ فَيَجْتَمِعُ أَهْلُ النَّارِ عَلَيْهِ فَيَقُولُونَ، أَيُّ فُلَانٍ مَا شَأْنُكَ؟ أَلَيْسَ كُنْتَ تَأْمُرُنَا بِالْمَعْرُوفِ وَتَنْهَانَا عَنِ الْمُنْكَرِ؟ قَالَ كُنْتُ أَمْرَكُمْ وَلَا آتِيهِ وَأَنْهَاكُمْ عَنِ الْمُنْكَرِ وَآتِيهِ. (رواه مسلم)
- (١٩) عن انس قال قال رسول الله وَالَّذِي نَفْسِي بِيَدِهِ لَا يُؤْمِنُ عَبْدٌ حَتَّى يَحِبَّ لَا خِيَةَ مَا يَحِبُّ لِنَفْسِهِ (متفق عليه)
- (٢٠) عن أنعمان بن بشير رضي الله عنه قال: قال رسول الله صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: تَرَى الْمُؤْمِنِينَ فِي تَرَاحِمِهِمْ وَتَوَاتِهِمْ وَتَعَاطِفِهِمْ كَمَثَلِ الْجَسَدِ إِذَا اشْتَكَى عَضُوهُ تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالسَّهْرِ وَالْحَمَى (متفق عليه)
- (٢١) عن عبد الله بن عمر رضي الله عنهما قال، قال رسول الله صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: أَلَا كَلَّكُمْ رَاعٍ وَ كَلَّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَلَا مَأْمُومَ الَّذِي عَلَى النَّاسِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالرَّجُلُ رَاعٍ عَلَى أَهْلِ بَيْتٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَ الْمَرْأَةُ رَاعِيَةٌ عَلَى بَيْتِ زَوْجِهَا وَوَلَدُهَا وَ هِيَ مَسْئُولَةٌ عَنْهُمْ وَ عَبْدُ الرَّجُلِ رَاعٍ عَلَى مَالِ سَيِّدِهِ وَهُوَ مَسْئُولٌ عَنْهُ أَلَا فَكَلَّكُمْ رَاعٍ وَ كَلَّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ (متفق عليه)
- (٢٢) عن أبي هريرة رضي الله عنه قال، قال رسول الله صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: مثلى و مثل الأنبياء كمثل قصر أحسن بنيانه، تُرِكَ مِنْهُ مَوْضِعُ لَبْنَةٍ، فَطَافَ بِهِ النَّظَّارُ يَتَعَجَّبُونَ مِنْ حَسَنِ بِنَائِهِ إِلَّا مَوْضِعَ تِلْكَ اللَّبْنَةِ، فَكُنْتُ أَنَا سَدَدْتُ مَوْضِعَ اللَّبْنَةِ، خَتَمَ بِي الْبِنْيَانُ وَ خَتَمَ بِي الرِّسَالُ. وَ فِي رِوَايَةٍ: فَأَنَا اللَّبْنَةُ وَ أَنَا خَاتَمُ النَّبِيِّينَ. (رواه البخاري)
- (٢٣) و عن أنس رضي الله عنه عن النبي صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قال: أَرْحَمُ أَعْتَى بَأَمْتِي أَبُو بَكْرٍ وَ أَشَدَّهُمْ فِي أَمْرِ اللَّهِ عُمَرُ وَ أَحْسَنُهُمْ حَيَاءً عُثْمَانُ، وَأَقْضَاهُمْ عَلِيٌّ، وَأَفْرَضُهُمْ زَيْدُ بْنُ ثَابِتٍ وَ أَقْرَاهُمْ أَبِي بِنِ كَعْبٍ وَ أَعْلَمُهُمْ بِالْحَلَالِ وَالْحَرَامِ مَعَاذِ بْنِ جَبَلٍ وَ لِكُلِّ أُمَّةٍ أَمِينٌ وَ أَمِينُ هَذِهِ الْأُمَّةِ أَبُو عُبَيْدَةَ بْنُ الْجَرَّاحِ. (رواه أحمد و الترمذي، مشكوة المصابيح، باب مناقب المشرة)
- (٢٤) عن أبي بكر رضي الله عنه قال: رَأَيْتُ رَسُولَ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ عَلَى الْمِنْبَرِ وَالْحَسَنِ بْنِ عَلِيٍّ يُلْقِي جَنْبَهُ وَهُوَ يَقْبَلُ عَلَى النَّاسِ مَرَّةً وَ عَلَيْهِ أُخْرَى وَيَقُولُ: إِنَّ ابْنِي هَذَا سَيِّدٌ وَ لَعَلَّ اللَّهُ أَنْ يَصْلِحَ بِهِ بَيْنَ فِتْنَتَيْنِ عَظِيمَتَيْنِ مِنَ الْمُسْلِمِينَ. (رواه البخاري)
- (٢٥) و عن عمران بن حصين رضي الله عنه قال، قال رسول الله صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: خَيْرَ أُمَّتِي قُرْنِي ثُمَّ الَّذِينَ يَلُونَهُمْ، ثُمَّ الَّذِينَ يَلُونَهُمْ... (متفق عليه، مشكوة المصابيح، باب مناقب الصحابة)
- (٢٦) عن جابر بن عبد الله رضي الله عنه قال: خَطَبْنَا رَسُولَ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ فِي وَسْطِ أَيَّامِ التَّشْرِيقِ خُطْبَةَ الْوُدَاعِ فَقَالَ: يَا أَيُّهَا النَّاسُ: إِنْ رَبِّكُمْ وَاحِدٌ وَإِنْ آبَاكُمْ وَاحِدٌ، أَلَا لَا فَضْلَ لِعَرَبِيٍّ عَلَى عَجَمِيٍّ وَلَا لِعَجَمِيٍّ عَلَى عَرَبِيٍّ وَلَا لِأَحْمَرَ عَلَى أَسْوَدٍ، وَ لَا لِأَسْوَدٍ عَلَى أَحْمَرَ إِلَّا بِالْقُرْبَى، إِنْ أَكْرَمَكُمْ عِنْدَ اللَّهِ اتَّقَاكُمْ، أَلَا هَلْ بَلَغَتْ؟ قَالُوا: بَلَى يَا رَسُولَ اللَّهِ، قَالَ: فَلْيَبْلُغِ الشَّاهِدُ الْغَائِبَ. (البيهقي، شعب الإيمان، باب في حفظ اللسان، فصل في حفظ اللسان عن الفخر بالآباء).

Suggested Reading	(عربي)
	١. القرآن الكريم
	٢. مشكوة المصابيح
	٣. تفسير القرآن العظيم
	٤. تفسير روح المعاني
	٥. في ظلال القرآن
	٦. السيرة النبوية
	٧. فصص النبيين (١-٥)
	٨. النحو الواضح في قواعد اللغة العربية (١-٦)
	٩. دروس اللغة العربية
	الله جلّ جلاله
	الخطيب التبريزي
	ابن كثير الدمشقي
	شهاب الدين محمود الآلوسي
	سيد قطب
	ابن هشام
	ابوالحسن علي الندوي
	مصطفى امين، علي الجارم
	دكتور فاء عبدالرحيم
	انجليزى (English) انگریزی
	11. The Holy Quran (Text, Translation & Commentary): Abdullah Yousuf Ali.
	12. The Glorious Quran: Muhammad Marma Duke Pickthall.
	13. The Message of Quran: Muhammad Asad (Leopold Weiss).
	14. Sahih-al-Bukhari (English Translation) Muhamamd Mohsin Khan.
	15. Takalam-al-Arabiyyah (تکلم العربية) Arabic-English: Mahmud Ismaeel al-Seeni
	16. Al-Mawrid (المورد) English - Arabic Dictionary: Munir al-Balabakki.
	17. The Road To Makkah: Muhammad Asad (Leopold Weiss).
	18. Quran, Bible & Science (القرآن و الانجيل والعلم) Maurice de Bouccai.
	19. Towards Understanding Islam (مبادئ الاسلام) Abul Ala Maudoodi.
	20. Introduction to Islam (المدخل الى الاسلام): Dr. Muhammad Hamidullah.
	21. Spirit of Islam (روح اسلام): Syed Ameer Ali.
	22. Purdah & Status of Women in Islam (الحجاب) پوره: Abul Ala Maudoodi.
	23. Ettiqaates of Life in Islam (آسان فقه): Muhammad Yousuf Islahi.
	24. Social Justice in Islam: Sayyid Qutb.
	اسلام میں عدل اجتماعی (العدالة الإجتماعية في الاسلام)
	25. Islam in Theory & Practice: Maryam Jameela. (Margrate Marcus)
	اسلام ایک نظریہ ایک تحریک (الإسلام في النظرية و التطبيق)
	26. Umar the Great: (النازوق): Shibli Nomani (Translated by Zafar Ali Khan)

	<p>۱۱۔ عربک گرامر اینڈ ٹرانسلیشن ایم ڈی چوہدری</p> <p>۱۲۔ مصباح اللغات (عربی، اردو ڈکشنری) عبدالحفیظ بلیادی...</p> <p>۱۳۔ سیرۃ النبیؐ شبلی نعمانی، سلیمان ندوی، دووی</p> <p>۱۴۔ الرّحیق المختوم صفی الرحمن مبارکپوری</p> <p>۱۵۔ رحمۃ للعالمینؐ محمد سلیمان منصور پوری</p> <p>۱۶۔ انسان کاملؐ ڈاکٹر خالد علوی</p> <p>۱۷۔ سیرۃ عائشہؓ سید سلیمان ندوی</p> <p>۱۸۔ سیر الصحابہؓ شاہ معین الدین ندوی</p> <p>۱۹۔ تاریخ اسلام شاہ معین الدین ندوی</p> <p>۲۰۔ اصحابی کالجیوم حقیق تائب</p> <p>۲۱۔ (الثقافة الاسلامیة) تاریخ افکار و علوم اسلامی داغب الطباخ (ترجمہ: افتخار احمد بلخی)</p> <p>۲۲۔ اسلامی تہذیب اور اس کے اصول و مبادی سید ابوالاعلیٰ مودودیؒ</p> <p>۲۳۔ عشرہ مبشرہؓ محمود احمد ظفر</p> <p>۲۴۔ تنقیحات سید ابوالاعلیٰ مودودی</p> <p>۲۵۔ اسلام اور مغرب کے تہذیبی مسائل سید قطب شہید ترجمہ ساجد الرحمن صدیقی</p> <p>۲۶۔ اسلامی نظریہء حیات پروفیسر خورشید احمد</p> <p>۲۷۔ اسلام کا معاشرتی نظام ڈاکٹر خالد علوی</p> <p>۲۸۔ اسلام اور جدید ذہن کے شبہات (شبہات حول الاسلام): محمد قطب (Islam the Misunderstood Religion)</p> <p>۲۹۔ معرکہء اسلام و جاہلیت صدر الدین اصلاحی</p> <p>۳۰۔ خطبات بہاولپور (Emergence of Islam) ڈاکٹر محمد حمید اللہ</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tbody> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </tbody> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Pakistan Studies		Course Type: Pakistan Studies	
Course Code: CG-204	Credit Hours: 3		Duration: 16 Weeks
Introduction	This purpose of this course is to prepare students to understand the ideology of Pakistan. This will also explain the context and efforts made by the Muslims to have a separate homeland to practice Islam. Challenges faced by the new state and the efforts made to overcome these challenges have also been discussed.		
Learning Objectives	After Studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the ideology of Pakistan 2. Explore the history of ideology of Pakistan 3. Discuss the Pakistan movement and contribution of different personalities in the attainment of a separate homeland for Muslims 4. Elaborate the problems and issues for newly born state 5. Comprehend the geographical importance of Pakistan 		

Course Content	
	<p>۱. نظریہ پاکستان:</p> <p>۱. قیام پاکستان کے اغراض و مقاصد.</p> <p>۲. نظریہ پاکستان.</p> <p>(الف) تعریف و توضیح.</p> <p>(ب) نظریہ پاکستان اقبال اور قائد اعظم کے ارشادات کی روشنی میں.</p> <p>۲. نظریہ پاکستان کا تاریخی پہلو:</p> <p>۱. ملی اصلاحی تحریکیں (شیخ احمد سرہندی، شاہ ولی اللہ اور مابعد).</p> <p>۲. تعلیمی کوششیں (علی گڑھ، دیوبند، ندوہ، انجمن حمایت اسلام اور دیگر مقامی تعلیمی ادارے، سندھ مدرسہ اسلامیہ کالج، پشاور)</p> <p>۳. سیاسی جدوجہد.</p> <p>(الف) آئینی اصلاحات اور مسلمان۔ جداگانہ انتخاب.</p> <p>(ب) تحریک خلافت</p> <p>۳. تحریک پاکستان</p> <p>۱. مسلم قومیت۔ دو قومی نظریہ کا ارتقاء.</p> <p>۲. ہندوستان کی آزادی کا مسئلہ اور مسلمان.</p> <p>۳. علامہ اقبال کا خطبہ الہ آباد.</p> <p>۴. چوہدری رحمت علی اور پاکستان نیشنل موومنٹ.</p> <p>۵. انتخابات ۱۹۴۷ء اور کانگریس حکومتوں کا رویہ.</p> <p>۶. قرارداد پاکستان.</p>

	<p>۷. ۱۹۴۶ء کے انتخابات انتقال اقتدار۔</p> <p>۳. قیام پاکستان۔ ابتدائی مشکلات و اہم واقعات۔</p> <p>۵. ارض پاکستان۔</p> <p>۱. جغرافیائی وحدت۔ محل وقوع جغرافیائی اہمیت۔ دیہی و شہری علاقے۔</p> <p>۲. قدرتی وسائل۔</p> <p>۳. زراعت۔</p> <p>۴. صنعت۔</p> <p>۵. افرادی قوت (تعلیم)۔</p> <p>۶. پاکستان اور عالم اسلام۔</p> <p>۷. علامہ اقبالؒ کے پچاس اشعار از کتاب ”صد شعر اقبال“ آف صوفی غلام مصطفیٰ تبسم۔</p>
Textbook(s)	
Suggested Reading	<p>Relevant portions of the following books:-</p> <p>1. I.H.Qureshi. The Struggle for Pakistan, Karachi, 1965.</p> <p>2. I.H.Qureshi. Ulema in Politics, Karachi, 1974.</p> <p>3. I.H.Qureshi (Edn.) A Short History of Pakistan. Book IV: Allen Rule and Rise of Muslim Nationalism, Karachi, 1967.</p> <p>4. Richard Symonds. The Making of Pakistan, London, 1950.</p> <p>5. K.U.Qureshi A Geography of Pakistan, Lahore, 1977.</p> <p>6. سید حسن ریاض پاکستان ناگزیر تھا Karachi, 1967.</p> <p>7. شیخ محمد رفیق تحریک و تاریخ پاکستان Lahore, 1977.</p> <p>8. نظریہ پاکستان نمبر ماہ نامہ چراغ راہ کراچی</p> <p>9. صوفی غلام مصطفیٰ تبسم صد شعر اقبال</p>
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>
Evaluation Criteria	<p>Assignment/Project/Presentation 25%</p> <p>Mid Term 35%</p> <p>Final Term 40%</p>

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education
Course Title: Islamic Studies	Course Type: Arts & Humanities
Course Code: CGAH-103	Credit Hours: 3
Duration: 16 Weeks	
Introduction	This course is intended to understand the teachings of Quraan revealed by Allah Subhanahu Ta'ala for the mankind. Classification of Soorah on basis of revelation as Makkis and Madani will be recognized.
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Understand the teachings of Quran 2. Comprehend the history of compilation of the Holy Quran 3. Analyze the different Khilafat periods 4. Describe the achievements and distinctions of Khilafat periods
Course Content	<p>Al-Quran</p> <p>Introduction to the study of the Holy Quran</p> <p>1. Revelation, compilation and preservation of the Holy Quraan, Meccan and Medinitic Suras. I'jaz al Qur'an.</p> <p>2. Al-Qur'an (Text): Surat-al-Fatch afd Surat-al-Hujrat (Chapters 48 and 49).</p> <p>Al-Hadith</p> <p>۱۔ حدیث کا معنی و مفہوم ۲۔ حجیت حدیث ۳۔ مطالعہ متن حدیث 1 تا 22 (Islamic Studies B. A Part-II, Punjab) (University, Lahore)</p> <p>4۔ سیرت النبی کے مطالعہ کی ضرورت و اہمیت ۵۔ نبی کریم ﷺ کے خصائص و امتیازات ۶۔ دعوت دین میں نبی کریم ﷺ کا طریقہ کار و مساعی جمیلہ 7۔ نبی کریم ﷺ کی حکمت انقلاب 8۔ تزکیہ نفس اور تعمیر سیرت و شخصیت کا نبوی ﷺ منہج اور عملی نمونہ</p> <p style="text-align: right;">الفقہ</p> <p>۱۔ فقہ کا معنی و مفہوم ۲۔ فقہ کے بنیادی ماخذ ۳۔ مطالعہ متن فقہ باب اوقات الصلوٰۃ (باب السنن والنوافل) کتاب الصلوٰۃ المختصر القدوری</p> <p>Islamic History</p> <p>Islamic History—Khilafat-e-Rashida, Hazrat Abu Baqar—his life, character, policy and achievements.</p>

	<p>Hazrat Usman—his life, character, policy and achievements.</p> <p>Hazrat Ali—his life. character, policy and achievements.</p> <p>Characteristics of the Khilafat-e-Rashida, and its religious and cultural achievements.</p>						
Text Book(s)	<p>Tafheem-ul-Quran: Syed Abul Ala Maudoodi</p> <p>سيرت النبي ﷺ از مولانا شبلی نعمانی</p> <p>سيرت سرور عالم از سيد ابوالا علی مودودی</p> <p>الرحيق المختوم مولانا صفی الرحمن مبارکپوری</p> <p>محسن انسانیت مولانا نعیم صدیقی</p> <p>الجامع الصحيح البخاری از ابو عبدالله محمد بن اسماعیل</p>						
Suggested Reading	<p>اصول الشاشی از نظام الدین شاشی</p> <p>حفاظت و حجیت حدیث از محمد فہیم عثمانی</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Religious Studies and Ethics		Course Type: Religious Studies	
Course Code: CG-203	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This purpose of this course is to prepare students to understand the ideology of religions. This will also explain the context and efforts made by the prophets in promoting the religions. Challenges faced by them and the efforts made to overcome these challenges have also been discussed.		
Learning Objectives	After Studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the ideology of religion 2. Explore the history of religion in the world 3. Discuss the religions and contribution of different prophets 4. Elaborate the problems and issues faced by the religions 5. Comprehend the importance of religions 		
Course Content	<ol style="list-style-type: none"> 1. Prehistory of the Study of Religion <ol style="list-style-type: none"> 1.1. Searching for the Roots 1.2. 'Religion': A Foundational Concept 1.3. The sacred and the Holy 2. Religions of South Asia <ol style="list-style-type: none"> 2.1. Alternative Histories of Religion 2.2. The idea of 'Hindu India' 2.3. Buddhism and Religious strife in Sri Lanka 2.4. Bangladesh, Pakistan, and Comparative Studies 2.5. Hinduism and Buddhism in Nepal 3. Religious, Philosophical and Ethical Studies in the Modern World <ol style="list-style-type: none"> 3.1. Issues of Life and Death 3.2. Issues of Good and Evil 3.3. Issues of Human Rights 4. Islam <ol style="list-style-type: none"> 4.1. Beliefs and Teachings of Islam 4.2. Practices of Islam 5. Christianity <ol style="list-style-type: none"> 5.1. Beliefs and Teachings of Christianity 5.2. Practices of Christianity 6. Hinduism <ol style="list-style-type: none"> 6.1. The Roots of Hinduism 6.2. Social Duty and Rites of Passage 7. Sikhism <ol style="list-style-type: none"> 7.1. Religious Life and Rites of Passage 7.2. Sikh Tradition and Modern Culture 8. Buddhism <ol style="list-style-type: none"> 8.1. The Arts and Buddhism 8.2. Buddhism Today 		

	<p>9. Morality</p> <p>9.1. Conventional and Critical Morality</p> <p>9.2. The Branches of Moral Philosophy</p> <p>9.3. Moral Starting Points</p> <p>9.4. Morality and Other Normative Systems</p> <p>9.5. Morality and Religion</p> <p>10. Moral Reasoning</p> <p>10.1. Validity and Soundness</p> <p>10.2. Necessary and Sufficient Conditions</p> <p>10.3. Valid Argument Forms</p> <p>10.4. Fallacies</p> <p>11. The Good Life</p> <p>11.1. Hedonism</p> <p>11.2. Desire Satisfaction Theory</p> <p>12. Social Contract Theory</p> <p>12.1. The Background of the Social Contract Theory</p> <p>12.2. The Prisoner’s Dilemma</p> <p>12.3. Cooperation and the State of Nature</p> <p>12.4. The Advantages of Contractarianism</p> <p>12.5. The Role of Consent</p> <p>12.6. Disagreement among the Contractors</p> <p>13. Economic Justice and Economic Inequality</p> <p>13.1. A Theory of Justice - John Rawls</p> <p>13.2. The Entitlement Theory of Justice</p> <p>13.3. Equality as a Moral Ideal</p> <p>14. Ethical Teachings and Values in Different Religions</p> <p>14.1. Hinduism</p> <p>14.2. Buddhism</p> <p>14.3. Zoroastrianism</p> <p>14.4. Christianity</p> <p>14.5. Judaism</p> <p>14.6. Sikhism</p> <p>14.7. Islam</p> <p>15. Contemporary Ethics</p> <p>15.1. Axiological Ethics</p> <p>15.2. Self-Realization and Utilitarian Ethics</p> <p>15.3. Naturalistic Ethics</p> <p>15.4. Analytic Ethics</p> <p>15.5. Existential and Phenomenological Ethics</p> <p>16. Prophets as Social Reformers</p> <p>16.1. Hazrat Muhammad (SAW)</p> <p>16.2. Hazrat Isa (AS)</p> <p>16.3. Hazrat Musa (AS)</p> <p>16.4. Hazrat Dawood (AS)</p>
Textbook(s)	<p>Owens, C., Pawson, E., White, J., & Ridley, A. (2016). <i>WJEC Eduqas GCSE (9–1) Religious Studies</i>. Hodder Education, A Hachette UK Company.</p> <p>Shafer-Landau, R. (2018). <i>Living ethics: An introduction with readings</i>. Oxford University Press.</p>

Suggested Reading	<p>Ali, S. A. (2010). <i>The spirit of Islam: A history of the evolution and ideals of Islam</i>. Cosimo Classics</p> <p>Alles, G. D. (2008). <i>Religious studies: A global view</i>. Taylor & Francis</p> <p>Blackburn, S. (2001). <i>Ethics: A very short introduction</i>. Oxford University Press.</p> <p>Bourke, V. J. (1970). <i>History of ethics</i>. Doubleday.</p> <p>Choo, S. S. (2021). <i>Teaching ethics through literature: The significance of ethical criticism in a global age</i>. Routledge.</p> <p>Orsi, R. A. (Ed.) (2012). <i>The Cambridge companion to religious studies</i>. Cambridge University Press.</p> <p>Otteson J. R. (2006). <i>Actual ethics</i>. Cambridge.</p> <p>Singh, N. K. (2009). <i>World religions: Sikhism (3rd ed.)</i>. Infobase Publishing.</p> <p>Wangu, M. B. (2009). <i>World religions: Buddhism (4th ed.)</i>. Infobase Publishing.</p> <p>Wangu, M. B. (2009). <i>World religions: Hinduism (4th ed.)</i>. Infobase Publishing.</p> <p>سيرت النبی ﷺ - جلد ششم - سید سلمان ندوی حیات صحابہ - مولانا محمد یوسف کاندھلوی الأفضل شرح اربعین نووی اردو معہ عربی متن - امام ابو زکریا محی الدین النووی</p>						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education		
Course Title: Urdu	Course Type: Arts & Humanities I		
Course Code: CGAH-101	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Urdu by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction.		
Learning Objectives	Upon the successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Urdu 2. Introduction of Urdu Language 3. Explain the Urdu Literature 4. Describe the poem art 5. Apply their knowledge in different situations 6. Develop a sense of understanding the trends and issues of Urdu 		
Course Content	<p style="text-align: right;">یونٹ 1: تعارف زبان</p> <p>تعارف زبان (اردو زبان کی ترقی کا پس منظروپیش منظر) زبان کی اہمیت و افادیت (فکری/فنی/ عملی سطح پر) اردو کے فروغ میں درپیش مشکلات (تدارک/ غلط فہمیوں کا ازالہ) اردو زبان کی کہانی از بابائے اردو مولوی عبدالحق (مضمون کا مطالعہ) عملی/ فنکشنل اردو - از ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ) مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)</p> <p style="text-align: right;">یونٹ 2: اصناف ادب</p> <p>(صرف ونحو تدریس ادبیات کا حصہ ہیں) اصناف نثر کا مختصر تعارف - اجزاء و اقسام/ اصناف کا تقابل داستان (اجزا/ ناول و داستان کا فرق) ناول (اقسام / ناول و افسانہ کا فرق) ڈرامہ (اقسام / اجزائے ترکیبی / روایت) افسانہ نگاری کا تعارف اشفاق احمد کے "گڈریا" کے حوالے سے (فکری و فنی تجزیہ) طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے سے مزاح نگاری کے حوالے سے اور طنز میں فرق کی وضاحت ماخوذ اقتباسات (صرف یعنی الفاظ سے بحث، نحو مکمل جملوں اور عبارتوں سے بحث) اغلاط زبان (بلحاظ قواعد، فقروں کی تصحیح) محاورات (دوران گفتگو/ عام بول چال میں استعمال) ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق) اوصاف خوش خوانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل) تخت اللفظ (نثر ع نظم سے عملی مشق) یونٹ 3: اصناف سخن (نظم و غزل) تعارف: زیر بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، پیروڈی اور گیت شامل ہیں۔</p>		

اس یونٹ کا عملی پہلو یہ ہے کہ شعراء کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تحلیلی تجزیہ پیش کر کے مثلاً میر کا ترکیبی شعر ہے۔
فقیرانہ آئے صدا کر چلے

میاں خوش رہو ہم دعا کر چلے

یہی خیال غالب کے ہاں تحلیلی رنگ میں ملاحظہ فرمائیے!

بنا کر فقیروں کا ہم بھیس غالب

تماشا ہے اہل کرم دیکھتے ہیں

قوتِ حافظہ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تخت اللفظ اور فی البدیہہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

اصنافِ سخن کا تعارف

اردو نظم (تعارف، اقسام)

اردو غزل (نظم اور غزل میں فرق)

علامہ محمد اقبال کی نظم "روح ارضی آدم کا استقبال کرتی ہے"

مولانا الطاف حسین حالی کی نظم مسدس حالی کے پہلے چار بند

پس منظر کے تحت منظومات کی تشریح

مرزا اسد اللہ خان غالب کی غزل "باز بیچہ اطفال ہے دنیا میرے آگے"

صوفی غلام مصطفیٰ تبسم کی غزل "یہ کیا کہ اک جہاں کو کر ووقف اضطراب" کے

پہلے پانچ اشعار

شعرا کا فکری و دفنی تقابل

پرائمری سطح کی نظمیں (کلام پر اظہار خیال، تمثیل)

وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)

تخت اللفظ اور فی البدیہہ نظم گوئی

یونٹ 4: انشا پردازی

اردو حروفِ تہجی (صوتیات/اعراب/حرکات)

اردو کا جدید ترین قاعدہ (صوتی، بیانی، تصویری، تلازمی)

حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمہ، ذرائع ابلاغ، اخبارات،

ٹی وی ڈرامے)

تعلیمِ خوش خطی (درست تحریر کے ضروری امور)

تخلیقی انشاء (مشاہدہ و تحریر)

خطوط، درخواست (بشمول برقیاتی خط E-mail برقیاتی پیغام SMS)

مکالمہ، ڈرامہ نگاری (ڈرامہ کاری)

مضمون نویسی (جدید موضوعات پر اظہار خیال)

اردو کے جدید رجحانات

یونٹ 5:

(ضرورتیں/تقاضے/ تعمیر جیتیں)

اردو کی ترویج (ہمہ پہلو ضرورت)

اردو کی بین الاقوامی حیثیت (تقاضے/ تعبیریں)

اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

اردو ذریعہ ابلاغ (دفتر، صحافت، مذہب و اخلاق)

اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)

اردو رابطے کی زبان (عام بول چال کے حوالے سے)

اردو آرٹ اور کلچر (نثر و نظم میں آرٹ / آرٹ میں نثر و نظم)

اردو ترانہ ملی (قومی و ملی جذبے/ماخوذ متن)

اردو گلوبل لینگویج (منظر نامہ)

<p>Suggested Reading</p>	<p>جمیل جالبی، ڈاکٹر، قومی زبان: یک جہتی، نفاذ اور مسائل، مقتدرہ قومی زبان، اسلام آباد 1989</p> <p>رضیہ نور محمد، ڈاکٹر مس، اردو زبان و ادب میں مستشرقین کی خدمات تحقیقی و تنقیدی جائزہ، مکتبہ خیابان ادب، لاہور، اپریل 1985.</p> <p>ساجد حسین، پروفیسر، اردو اور اس کے تدریسی طریقے، ایجوکیشن ریسرچ اسکالر جامعہ کراچی، ریپرپبلشرز۔ اردو بازار، کراچی۔</p> <p>سلیم فارانی، ڈاکٹر، اردو زبان اور اس کی تعلیم، پاکستان بک سٹور اردو بازار۔ کراچی۔</p> <p>عطش درانی، ڈاکٹر، اردو زبان اور یورپی اہل قلم، سنگ میل بلی کیشنز، 1987</p> <p>عطش درانی، ڈاکٹر، جدید تدریسیات اردو، تشکیل سنز، راولپنڈی، 2003 .</p> <p>سہیل احمد خان ڈاکٹر، تقریر، تدریس ادب ، علامہ اقبال اوپن یونیورسٹی، اسلام آباد، 2007</p> <p>صباح الدین احمد، مطالعہ زبان اور کمپیوٹر، "آخباراردو" ، دسمبر 2007ء۔</p> <p>عطش درانی ڈاکٹر، اردو میں ابلاغ اور جدید اطلاعیات، "اخباراردو" مقتدرہ قومی زبان اسلام آباد، مئی 2007</p> <p>عطش درانی، ڈاکٹر، اردو، جدید تقاضے نئی جہتیں، مقتدرہ قومی زبان پاکستان، اسلام آباد، 2006ء</p> <p>محمد صدیق خان شبلی، ڈاکٹر، عملی / فنکشنل اردو، بحوالہ: تدریس اردو جدید تقاضے، مرتب: ڈاکٹر عطش درانی مقتدرہ قومی زبان، اسلام آباد، 2002ء</p> <p>اردو قواعد و املا کے بنیادی اصول، جلد اول، ڈاکٹر آفتاب احمد ثاقب، 1994ء۔</p> <p>حکایات مولانا رومی، ترجمہ مقبول جہانگیر، فیروز سنز راولپنڈی</p> <p>نگارستان، منصف خان سحاب، قواعد اور فنی علوم پر جامع کتاب، 1998ء لاہور</p> <p>رسم اردو، یاسمین انجم، کرائیو بکس پبلشرز، لاہور (جماعت اول تا ہشتم عملی کتاب)</p> <p>مقتدرہ قومی زبان سے اشاعت شدہ لغات کا استعمال</p> <p><u>افسانہ / کہانیاں / ڈرامہ / خطوط</u></p> <p>"خودکشی / توبہ ٹیک سنگھ" از سعادت حسن منٹو</p> <p>"چور" از اشفاق احمد</p> <p>"رستم و سہراب" از آغا حشر</p> <p>"مرزا غالب بندر روڈ پر" از خواجہ معین الدین (ڈرامہ سی ڈی)</p> <p>"یوسف مرزا کے نام" از مرزا غالب</p> <p>"مولانا انشاء اللہ خان کے نام" از علامہ اقبال</p>						
<p>Teaching/Learning Strategies</p>	<p>Lecture Discussion Cooperative Learning Class activities Applied Projects</p>						
<p>Evaluation Criteria</p>	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Arabic		Course Type: Arts & Humanities
Course Code: CGAH-102	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Arabic by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction.	
Learning Objectives	Upon the successful completion of this course the students will be able to: 1. Understand and explain the foundations of Arabic 2. Apply their knowledge in different situations 3. Develop a sense of understanding the trends and issues of Arabic	
Course Content	<p>1- هدى ورحمة 2- الحديث الشريف 3- المعلم الاول 4- الوقت 5- الايثار على النفس 6- ابو العلاء المعرى و غلام عربى موضوعات از (الادب العربى) من هدى القرآن الكريم 1- الكرامة النبوية الاخوة الاسلامية 2- عباد الرحمن النثر العربى القديم (نماذج من الخطب والرسائل فى عصر صدر الاسلام) 1- من خطبة الرسول ﷺ فى حجة الوداع من النصوص الادبية 1- الكتاب الابى عثمان الجاحظ الشعر العربى عبد العصور (شعراء العصر الجاهلى) 1- نظرات فى الحياة: لطرفة بن العبد 2- حكم و تجارب: لزهير بن سلمى 3- فخروحماسة: لعمر بن كلثوم 4- تاملات فى الحياة للنابغة الذبياني</p>	
Textbook(s)	<p>1- فى الغزل: لجريير (وله ايضا من قصيدة يرنى بها امرآة 2- فى مدح زين العابدين على بن الحسين : للفرزدق</p>	
Suggested Reading	<p>3- فى هجاء بنى تميم: للاء خطل (وله ايضا: فى وصف سكران) 4- فى الغزل: لكثير عزة 5- رسالة الى الثريا: لعمر بن ابى ربيعة</p>	

Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table border="0"> <tr> <td data-bbox="524 363 1068 394">Assignment/Project/Presentation</td> <td data-bbox="1076 363 1435 394">25%</td> </tr> <tr> <td data-bbox="524 394 1068 426">Mid Term</td> <td data-bbox="1076 394 1435 426">35%</td> </tr> <tr> <td data-bbox="524 426 1068 445">Final Term</td> <td data-bbox="1076 426 1435 445">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Persian		Course Type: Arts & Humanities	
Course Code: CGAH-104	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course intends to familiar students with the biography and contributions of Sheikh Saadi and Allama Muhammad Iqbal. This also emphasises on the development of understanding of the contribution of both Sheikh Saadi and Allama Muhammad Iqbal. Perceived message will lead to practice for the students.		
Learning Objectives	<p>After Completing this course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the biography of Sheikh Saadi Sheerazi 2. Explain the meanings and explanation of the Selective Content of Gulistan e Saadi 3. Know the biography of Allama Muhammad Iqbal and his contribution in poetry 4. Discuss the meanings and thoughts of selective poetry of Allama Muhammad Iqbal 		
Course Content	<p>Biography of Sheikh Saadi</p> <p>Introduction to Gulistan e Saadi</p> <p>Selective Content of Gulistan e Saadi</p> <ol style="list-style-type: none"> 1. Dar Seerat e Padshahan 2. Dar Akhlaq e Durveshan 3. Dar Fazeelat e Qanaat 4. Dar Fawaid e Khamoshi 5. Dar Isq o Jawani 6. Dar Zoaf o Peeri 7. Dar Taseer e Tarteeb 8. Dar Adaab e Mohabbat <p>Biography of Allama Muhammad Iqbal</p> <p>Selective Prose of Piam e Mashriq</p> <ol style="list-style-type: none"> 1. Fasl e Bahaar 2. Zindagi 3. Naseem e Subho 4. Kirm e kitaabi 5. Hikmat o Shaer 		

	6. Hudi 7. Kirmak e Shab e Taab 8. Muhawara Mabain Khuda aor Insaan 9. Zindagi o Amal 10. Almulk o Lillah 11. Kashmir 12. Tayyara						
Text Book(s)	Gulistan e Saadi wa Sharah Piam e Mashriq by Ilmi Kitab Khana, Lahore						
Suggested Reading							
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Statistics		Course Type: Arts & Humanities	
Course Code: CGAH-105	Credit Hours: 3		Duration: 16 Weeks
Introduction	This course is designed to provide the understanding of basic statistical concepts. It is also intended to develop the basic knowledge to use statistical knowledge in practical life while performing different roles. The content will also serve as the base for advanced concepts in upcoming courses.		
Learning Objectives	After studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the basic concepts of statistics 2. Develop graph and diagrams by their selves 3. Use the concept of average in their daily life 4. Apply the basic statistical techniques to analyse the data 5. Elaborate the sampling and its techniques 		
Course Content	<p>Introduction: Definition. characteristics and limitations of statistics. Collection, classification and tabulation of data.</p> <p>Graph and Diagrams: Bar and pie diagrams. Graphs of frequency distribution viz. Histogram, frequency polygon, frequency curve, cumulative frequency curve. Graphic interpolation.</p> <p>Averages: Elementary knowledge and numerical illustrations of arithmetic mean, median. mode, and weighted average, smoothing of fluctuations by moving average method.</p> <p>Dispersion:</p>		

	<p>Elementary knowledge and numerical illustrations of range, fractiles, quartile deviation, standard deviation, co-efficient of skewness and co-efficient of variation.</p> <p>Attributes and Chi-Square: Concept of attribute, idea of independence and association, dicnotomy, co-efficient of association, contingency tabic. Chi-square.</p> <p>Correlation: Concept of regression, simple correlation and rank correlation with numerical illustrations.</p> <p>Sampling: Concept of sampling. Definition of population and sampling unit. Purposive and random sampling. Drawing of a random sample without replacement from finite population.</p>						
Text Book(s)	Illowsky, B., Dean, S. (2017). <i>Introductory Statistics</i> . Samurai Media Limited.						
Suggested Reading	Zia-ud-Din, M., Practical Statistics with Fundamentals of Theory. 8th edition. The Punjab Educational Press, Lahore. Chambers, E.G., Statistical Calculations for Beginners. Cambridge University Press, London.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
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Institute of Education and Research
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Lahore

Program	BS Education		
Course Title: Fine Arts		Course Type: Arts & Humanities	
Course Code: CGAH-106	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>The course aims to help the students increase their proficiency in Arts by enhancing their knowledge in the subject. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Students will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design. Through this course students will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the elements of art and design with an emphasis on colour and composition. Students will develop technical skills and personal style. A variety of subject matter will be explored e.g. still life, interior/exterior, landscape and the figure. The craft section participants will explore various approaches to clay construction, while applying the elements and principles of design to create three-dimensional form. Emphasis will be on hand building methods. Various decorating techniques will be stressed with greater opportunity to apply creative and critical thinking skills to their forms e.g. carving, etching, texture in 2D and 3D structures etc.</p>		
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Use tools and materials in art more skilfully 2. Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher 3. Recognize and appreciate artists, art styles, and artwork 4. Reflect and participate in art critiques as a critic and as an artist 5. Initiate independent projects that allow personal interpretation and self-expression 6. Identify links between art and other school subjects 		
Course Content	<p>Unit 1: Introduction to Arts, Crafts & Calligraphy</p> <ul style="list-style-type: none"> • What are Arts, Crafts and Calligraphy? • The Role of teacher in teaching art • Influence of the arts in children's development • Calligraphy- The Emergence of Islamic calligraphy • Ceramics and Sculpture • Puppetry in Pakistan Mughal (Mughal School) • Post Mughal (Pahari School) <p>Unit 2: History and Culture</p> <ul style="list-style-type: none"> • Indus Civilizations 		

- Exploration of history through a museum visit

Art and Architecture (From Indus to Mughal)

- Islamic Art and Calligraphy (Introduction of art, craft and calligraphy / origin from Persian Artist and their Calligraphy)
- Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul-Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul Gee, Aslam Kamal)
- Review of this unit

Unit 3: History and Culture

- Introduction to Cubism Understand the Cubism
- Pakistani Artist's (Worked in Realism e.g. Shakira Ali and Mansoor Rahi)
- Introduction about Realism
- Pakistani Artist's work in Realism (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on Activities
- Abstraction
- Origin and History of Abstract Art
- Explore the work of Pakistani Artists in abstract
(Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqsood, Hameed Ali)
- Hands on Activities
- Indigenous Art
- Pottery, Ceramics, Textile etc. Hands-on Activities
- Art Across the Curriculum
- Ideas to integrate art with languages, science, social studies, mathematics etc.

Teachers will be facilitated to learn how illustrations, drawings and craftwork can be used to understand and express the concept of science, mathematics, social studies and skills in languages

- Hands on Activities and Conclusion

Unit 4: Elements of Art & Principle of Design

- Understanding elements of art (line, shape, color, texture, space and volume)
- The importance of lines and its use in art work

	<ul style="list-style-type: none"> • Kinds of lines • Use of Colors(Color Wheel, Tints, Tones and Shades) • Use of space and value in 2D and 3D art Texture (Natural and Man-made) • Introduction of Principles of Design (Unity, Variety, Balance, Contrast, Emphasis, Pattern And Proportion) • Drawing/ Technique of rendering • Still Life • Painting • Printing • Pattern Making • Shapes- Organic and Geometrical Shapes • Sculpture • Landscape • Stick Drawing • What is Assessment in Art Curriculum? • How and why we assess Creativity. • Review the Recommendations proposed in the national curriculum grades • Design Rubric/ Checklist for Portfolio • Conclusion and Review of whole unit • Set criteria for Presentation/ Display/ Peer and Self- Assessment etc
Text Book(s)	<p>Barnes, R. (2002). Teaching art to young children 4-9: New York: Routledge.</p> <p>Brelsford, T. (2005). The Arts and the Creation of Mind. International Journal of Practical Theology, 9(1), 160.</p> <p>Eisner, E. W. (2002). The Arts and the Creation of Mind: Yale University Press.</p> <p>Lancaster, J. (2002). Art in the primary school: Routledge.</p> <p>Jenkins, P. D. (1980). Art for the fun of it: A guide for teaching young children: Simon and Schuster.</p> <p>Gentle, K. (1993). Teaching painting in the primary school. UK: Continuum International Publishing Group.</p> <p>Dowling, M. M. (1992). Education 3-5. UK: SAGE.</p> <p>Matthews, J. (1994). Helping children to draw and paint in early childhood: Children and visual representation. 0-8 Series, Series Editor Tina Bruce. London: Hodder & Stoughton.</p>
Suggested Reading	<p>Gura, P. (1996). Resources for Early Learning: Children, Adults and Stuff. London: Hodder & Stoughton.</p>

	<p>Tambling, P. (1990). Performing arts in the primary school: Basil Blackwell.</p> <p>Fisher, R. (1991). Teaching juniors. UK: Blackwell.</p> <p>Vandal, S. (2004). Art Education in Pakistan: A case study of bringing art to school children at the informal level.</p> <p>Vandal, S. (2004). Art Education in Pakistan: A case study of bringing art to school children at the informal level, UNESCO Regional Expert Symposium on Arts Education in Asia, Hong Kong.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
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Lahore**

Program	BS Education	
Course Title: Journalism		Course Type: Arts & Humanities
Course Code: CGAH-107	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course is intended to develop understanding about journalism, its importance and role in a society. This will also highlight the types and skills related to media. Effects of media will also be discussed in detail. The students will also get a detailed knowledge of ethical considerations related to Journalism.	
Learning Objectives	After completing this course students will be able to: 1. understand the basic concepts of journalism 2. discuss different types of media and their scope 3. practice different media skills to improve their competence 4. analyse the effect of media on individuals and society 5. Develop a code of conduct for media	
Course Content	1. Introduction to Journalism 1.1. Importance of Journalism 1.2. Newspaper development process 2. Types of Media 2.1. Missionary Journalism & Corporate Journalism 2.2. Print Media & Education 2.3. Electronic Media & Education 2.4. Social Media & Education 2.5. Public Relation & Marketing of Education 3. Media Skills 3.1. Colum & Article Writing 3.2. Book Review Writing 3.3. Language use in Media 3.4. Role of Educationist in Media 3.5. Preparation of Special Edition on Education 3.6. Preparation of Talk Shows on Education 3.7. Media Campaign on Education 4. Media Effect 4.1. Propaganda & Its Remedy 4.2. Effects of Media on Education 5. Media and Ethics 5.1. Code of Ethics 5.2. Psychological Warfare	
Text Book(s)	Hargreaves, L. (2014). <i>Journalism: A Very Short Introduction</i> . OUP Oxford.	

Suggested Reading	<p>Aydarova, S. H., Giniyatullina, L. M., Sagdieva, R. K., Husnutdinov, D. H., Mirzagitov, R. H., & Gabidullina, F. I. (2017). Models of media education in teaching Tatar language. <i>Revista ESPACIOS</i>, 38(60), 6.</p> <p>Bazalgette, C. (Ed.). (2010). <i>Teaching media in primary schools</i>. Sage.</p> <p>Buckingham, D. (2013). <i>Media education: Literacy, learning and contemporary culture</i>. John Wiley & Sons.</p> <p>Martín, A. G., & Tyner, K. (2012). Media education, media literacy and digital competence. <i>Comunicar. Media Education Research Journal</i>, 20(1), 31-39.</p> <p>Strasburger, V. C. (2010). Media education. <i>Pediatrics</i>, 126(5), 012-1017.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table border="0"> <tr> <td data-bbox="513 768 1052 804">Assignment/Project/Presentation</td> <td data-bbox="1052 768 1451 804">25%</td> </tr> <tr> <td data-bbox="513 804 1052 840">Mid Term</td> <td data-bbox="1052 804 1451 840">35%</td> </tr> <tr> <td data-bbox="513 840 1052 877">Final Term</td> <td data-bbox="1052 840 1451 877">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
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Lahore**

Program	BS Education		
Course Title: Physical Education		Course Type: Arts & Humanities	
Course Code: CGAH-108	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course intends to help the students to increase their knowledge and skills related to physical education. This also discusses different theories of fitness and play. The emphasis of this course is also on the diet, nutrition and hygiene.		
Learning Objectives	After completing of this course students will be able to: <ol style="list-style-type: none"> 1. Understand the concepts related to physical education 2. Discuss the philosophical theories of play 3. Elaborate the role of fitness in individual's life 4. Comprehend the role of leadership in promoting physical health 5. Analyse the concepts of nutrition and hygiene 		
Course Content	<ol style="list-style-type: none"> 1. Introduction to Physical Education <ol style="list-style-type: none"> 1. Concept of Physical Education 2. Importance of Physical Education 3. Aims and objectives of Physical Education 4. Scope of Physical Education 2. Play and its Philosophy <ol style="list-style-type: none"> 1. Concept of play 2. Philosophical theories of play 3. Intramural sports 4. Objectives of intra mural sports 3. Exercise Philosophy and Fitness <ol style="list-style-type: none"> 1. Meaning of exercise philosophy 2. Importance of exercise physiology 3. Define fitness 4. Components of fitness 5. Role of exercise in achieving fitness 4. Games and Athletics (Rules and techniques of the following) <ol style="list-style-type: none"> 1. Hockey 2. Volley Ball 3. Long Jump 4. Shot Put 5. Principles of Physical Education <ol style="list-style-type: none"> 1. Basic principles of physical education 6. Leadership in Recreation <ol style="list-style-type: none"> 1. Meaning of Leadership 2. Importance of leadership in recreation 3. Qualities of recreational leader 4. Duties of recreational leader 7. Introduction of Health Education <ol style="list-style-type: none"> 1. Concept of health education 2. Importance of health education 		

	<ul style="list-style-type: none"> 3. Aims and objectives of health education 4. Relationship between health education and physical education <p>8. Nutrition</p> <ul style="list-style-type: none"> 1. Meaning of nutrition 2. Constituents of diet 3. Balance diet 4. Characteristics of balance diet <p>9. Posture</p> <ul style="list-style-type: none"> 1. Define posture 2. Types of body 3. Qualities of a good posture 4. Postural defects <p>10. Hygiene</p> <ul style="list-style-type: none"> 1. Meaning of Hygiene 2. Islamic concept about hygiene 						
Text Book(s)	Kramer, A. (2019). Essentials of Physical Education. Syrawood Publishing House						
Suggested Reading	<p>Ann Good sell 1999 he Fitness Hand Book Marshail pubrishing, Londdn '</p> <p>Azmat Ali, lgg8 Movement Education, Academy of physicar Education, Lahore</p> <p>Deborah A. wuest & charres. A. Bucher 1995, Foundation of physica Education and sports, WCB Mcgraw Hilt.</p> <p>Prof; shafqat Rasool & Mahjabeen Shfaqat,2011 Rules of Games, sharif sons, Lahore</p>						
Teaching/Learning Strategies	<ul style="list-style-type: none"> Lecture Discussion Cooperative Learning Class activities Applied Projects 						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Geography		Course Type: Arts & Humanities	
Course Code: CGAH-109	Credit Hours: 3	Duration: 16 Weeks	
Introduction	The course aims to help the students increase their knowledge and skills in the subject of Geography.		
Learning Objectives	Upon the successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Geography 2. Describe the Earth and its Origin 3. Understand and Explain the Atmosphere 4. Apply their knowledge in different situations 5. Develop a sense of understanding the trends and issues of Geography 		
Course Content	<p>1. The Earth and its Origin: The universe, the solar system and the earth. Earth's origin, shape and size, rotations and revolution, composition and structure, distribution of land and water, Earth's geological history: origin and evolution of life on Earth.</p> <p>2. Atmosphere: Composition and structure of Atmosphere, Atmosphere temperature and pressure, Winds and global circulation, Air masses and fronts. Cyclones and weather disturbances, Atmospheric moisture and precipitation, Climatic classification: Koppen's classification with special reference to the following types: Af, Am, Bsh, Ds and Df.</p> <p>3. Lithosphere: Internal Structure of the Earth, Rocks Origin, formation and types, (Igneous, Sedimentary and Metamorphic), Plate Tectonics, Mountain building, earth quakes, volcanic activity, Geomorphic processes-internal and external, Weathering, mass wasting, erosion and deposition, cycle of erosion, Landform produced by surface water, ground water, wind and glaciers, Formation and types of soils.</p> <p>4. Hydrosphere: Configuration of ocean floor, Ocean deposits, Composition, temperature, and salinity of ocean water, Movements of the oceanic water : waves, currents and tides.</p>		

Text Book(s)	<p>Taylor, J. A. (1994). <i>Integrated Physical Geography</i>. London: Longman.</p> <p>Thornbury, W. D. (2004). <i>Principles of Geomorphology, 2e</i>: CBS Publishers & Distributors.</p> <p>Mcilvern, J.F.R (1991) <i>Fundamental of Weather and Climate</i>. London: Chapman & Hall.</p> <p>Monkhouse, F. J. (1975). <i>Principles of Physical Geography</i>. London: Hodder and Stoughton.</p>	
Suggested Reading	<p>Miller, E. W. (1985). <i>Physical Geography: Earth Systems and Human Interactions</i>: C.E. Merrill.</p> <p>King, C. A. M. (1980). <i>Physical geography</i>: Barnes and Noble Books.</p> <p>Trewartha, G. T., Hammond, E. H., & Robinson, A. H. (1967). <i>Physical Elements of Geography</i>. [By] Glenn T. Trewartha ... Arthur H. Robinson ... Edwin H. Hammond ... Cartography by Randall D. Sale. (Fifth Edition.): McGraw-Hill.</p> <p>DeBlij, H., & Muller, P. O. (1992). <i>Physical Geography of the Global Environment</i>: Wiley.</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Evaluation Criteria	<p>Assignment/Project/Presentation</p> <p>Mid Term</p> <p>Final Term</p>	<p>25%</p> <p>35%</p> <p>40%</p>

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Economics		Course Type: Social Sciences
Course Code: CGSS-103	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course aims to help the students increase their proficiency in Economics by enhancing their knowledge in the subject.	
Learning Objectives	After successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Economics 2. Explain the functions and equations 3. Describe the Derivatives 4. Clarify the Maxima and Minima of Functions 5. Apply their knowledge in different situations 6. Develop a sense of understanding the trends and issues of Basic Mathematics 	
Course Content	<p>1. Functions and Equations</p> <p>i. Functions: Relation vs Function Variable. Constants and Parameters. Types of Function: Linear and Non-Linear; Exponential and Logarithmic. Graphical Presentation of Function. Examples from Micro and Macro Economics.</p> <p>ii. Equations: Equation vs Identities. Solution of Linear, Quadratic and Simultaneous Equations. Equilibrium Analysis in Economics; Partial Market Equilibrium; Linear and Quadratic Models. Equilibrium in National Income.</p> <p>2. Derivatives:</p> <p>The Concept of Derivatives. The concepts of limit and its relevance to Derivatives. Slope vs Elasticity of a functions Rules of Differentiation; A Constant, A Power, Sum- difference, Product and Quotient Function Rule. The Derivation of Marginal Quantities in Economics. The Calculations of Elasticity of Demand and Supply.</p> <p>3. Maxima and Minima of Functions:</p> <p>Optimum values vs. Extreme Relative Maxima and Minima, point of Inflexion, Criteria for Relative Maxima and Minima. First order conditions and second order condition. Constrained Optimization. Problems of Optimization in economics: Profit Utility and Revenue Maximization. Cost Minimization. The Equilibrium of a Consumer and a Firm. The least cost combination of Inputs.</p>	
Textbook(s)	Sloman, J., Garratt, D. Wride, A., (2015). <i>Economics</i> . Pearson Education	

Suggested Reading	<p>Abdul Ghani Ch. Rehbar-e-Muashiat. Qurashi Publisher, Lahore.</p> <p>Chiang, A. C., & Wainwright, K. (2005). <i>Fundamental Methods of Mathematical Economics</i>: McGraw-Hill.</p> <p>Rader, T. (2014). <i>Theory of Microeconomics</i>: Elsevier Science.</p> <p>Sen, A. (2000). Microeconomics: theory and applications. <i>OUP Catalogue</i>.</p> <p>A Hamid Shahid Text Book for B.A Part I,II, Ilmi Publishers, Lahore</p> <p>Muhammad Hussain Ch. Dr. Nazriat-e-Muashiat.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Mid Term	35%						
Final Term	40%						

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: History		Course Type: Social Sciences	
Course Code: CGSS-104	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course will help to understand the transformation from khalufai Rashida to autocracy/monarchical system of government. Administration setup and expansionist policies of Umayyad. Learning/Dispose the religions political trend and culture and intellectual developments of the period.		
Learning Objectives	Upon the successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Umayyad period 2. Describe the History of Umayyad 3. Apply their knowledge in different situations 4. Develop a sense of understanding the trends and issues of Early History of Islam. 		
Course Content	<ol style="list-style-type: none"> 1. Role of Objectivity in History <ol style="list-style-type: none"> 1.1. History: A Science or An Art? 1.2. History and the Status of Historical Knowledge 1.3. Choosing Evidence, Challenging Interpretations 1.4. Causes in History 2. Ordering of Time <ol style="list-style-type: none"> 2.1. Time, History, Modernity 2.2. Newton and the 'Time Reckoner' 2.3. Time, history, and the Shape of Things to Come 2.4. Events, People, and Periods 3. Political History <ol style="list-style-type: none"> 3.1. Theories of the State 3.2. High and Low Politics: The Case of the British Labour Party 3.3. Beyond State and Party: Political Histories and Civil Society 4. Pre-Islamic Arabia <ol style="list-style-type: none"> 4.1. Geography of the Middle East 4.2. Major Religious Communities 4.3. Life of Holy Prophet Hazrat Muhammad (ﷺ) 4.4. Rise of Islam 5. Expansion of Islam in Khulfa e Rashidin Period <ol style="list-style-type: none"> 1.1. Hazrat Abu Bakar Siddiq (R.A) 1.2. Hazrat Umer Bin Khittab (R.A.) 1.3. Hazrat Usman Ghani (R.A.) 1.4. Hazrat Ali (R.A.) 6. Expansion of Islam After Khulfa e Rashidin Period <ol style="list-style-type: none"> 6.1. The Ummayad Caliphate 		

	<p>6.2. The Abbasid Caliphate 6.3. The Fatimid Caliphate 6.4. The Crusades 6.5. The Mamluk Sultanate</p> <p>7. Before the Arrival of Muslims in Sub-Continent 7.1. The Geography of South Asia 7.2. First Major Civilization of Subcontinent: The Indus Valley Civilization 7.3. The Long Vedic and Mauryan Empires 7.4. Gupta Empire and Classical Age 7.5. Development of Islamic States in Subcontinent</p> <p>8. After the Arrival of Muslims in Sub-Continent Till 1857 8.1. Ghazni Dynasty 8.2. Ghauri Dynasty 8.3. Dehli Sultnate 8.4. Khalji Sultnate 8.5. Tughluq Sultnate 8.6. Sayyids and Lodhis 8.7. The Mughal Empire 8.8. Arrival of British in India</p> <p>9. 1857 to 1947 9.1. War of Independence 1857 9.2. Aligarh Movement [1858-98] 9.3. Establishment of All India Muslim League 1906 9.4. Khilafat Movement [1919-1924] 9.5. Fourteen Points of M. A. Jinnah 1929 9.6. Allahabad Address 1930 9.7. The Ideology of Pakistan: Two-Nation Theory 9.8. Lahore Resolution 1940 9.9. June 3rd Plan 1947</p> <p>10. Pakistan 1947 to Date 10.1. India Pakistan Conflict 10.2. Major Wars 10.3. Creation of Bangladesh 10.4. Geographic Distribution of Pakistan 10.5. Constitution of Islamic Republic of Pakistan 10.6. Democratic and Dictatorship Rules in Pakistan</p>
Textbook(s)	<p>Berger, E., Israel, G. L., Miller, C., Parkinson, B., Reeves, A., & Williams, N. (2016). <i>World history: Cultures, states, and societies to 1500</i>. University of North Georgia Press.</p> <p>Claus, P., & Marriott, J. (2017). <i>History: An Introduction to theory, method and practice (2nd ed.)</i>. Routledge.</p> <p>Ikram, S. M. (2015). <i>History of Muslim civilization in India and Pakistan (13th ed.)</i>. Institute of Islamic Culture.</p>
Suggested Reading	<p>Ahmad, I. (n.d.). <i>An un-matched history of Islamic Republic of Pakistan: 1206 –To date</i>.</p>

	<p>Fisher, M. H. (2016). <i>A short history of the Mughal empire</i>. I.B.Tauris & Co. Ltd.</p> <p>Holt, P. M., Lambton, A. K. S., & Lewis, B. (2003). <i>The Cambridge history of Islam</i>. Cambridge University Press.</p> <p>Tosh, J. (2015). <i>The pursuit of history: Aims, methods and new directions in the study of history</i>. Routledge.</p> <p>Zaman, M. Q. (2018). <i>Islam in Pakistan: A history</i>. Princeton University Press.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Political Science		Course Type: Social Sciences	
Course Code: CGSS-105	Credit Hours: 3	Duration: 16 Weeks	
Introduction	The course aims to help the students increase their proficiency in Political Science by enhancing their knowledge in the subject.		
Learning Objectives	Upon the successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Political Science 2. Clarify the state. 3. Explain the library. 4. Apply their knowledge in different situations 5. Develop a sense of understanding the trends and issues of Political Science 		
Course Content	<ol style="list-style-type: none"> 1. Politics and Political Science <ol style="list-style-type: none"> 1.1. What Is Politics? 1.2. What Is Political Science? 1.3. Theory in Political Science 1.4. “Political Theory” versus “Theory in Political Science” 2. Ideologies <ol style="list-style-type: none"> 2.1. The Language and Boundaries of Political Life 2.2. What Is (and Isn’t) Ideology? 2.3. The Language and Boundaries of Political Life 2.4. What Is (and Isn’t) Ideology? 2.5. Modern Conservatism and Its Variants 2.6. Socialism and Its Variants 2.7. Environmentalism 2.8. Political Islamism 3. States <ol style="list-style-type: none"> 3.1. Organizing a World of States: Definition and Origins of State Sovereignty 3.2. Variations among Nation-States 3.3. New Challenges to the Nation-State Model 3.4. Political Ideologies and the State 3.5. Explaining a Case: The Whys of Afghanistan’s Struggles with Statehood 4. Governments <ol style="list-style-type: none"> 4.1. Is Democracy the Best Kind of Government 4.2. Governments, Authority, and Power 4.3. Liberal Democracies 4.4. Authoritarianisms 		

5. Political Economies

- 1.5. Nuts and Bolts of Economies
- 1.6. The Varying Political Shape of Mixed Economies
- 1.7. Political Ideologies and Political Economies

6. Economic Development and Growth

- 6.1. Basics of Market-Based Growth
- 6.2. Development: Alternative Pathways from Poverty
- 6.3. Growth: Alternative Strategies in Developed Countries
- 6.4. Political Ideologies and Economic Growth

7. Political Change: Authoritarianism and Democratization

- 7.1. Inside Authoritarianisms
- 7.2. How Authoritarians Fall
- 7.3. The Challenges of Democratization
- 7.4. Political Ideologies and the Promotion of Democracy

8. Political Violence: War and Terrorism

- 8.1. The Rise (and Fall?) of Major War
- 8.2. The Age of Terrorism
- 8.3. The Roots of International Violence
- 8.4. Political Ideologies and International Violence

9. Globalization and Governance

- 9.1. The Changing International Political Economy
- 9.2. International Law and Organizations
- 9.3. Globalization's Effects at Home
- 9.4. Political Ideologies and Globalization

10. Constitutions and Rights

- 10.1. Constitutions
- 10.2. The Highest Law of the Land
 - 10.2.1. The dangers of Changing Constitutions
 - 10.2.2. Constitution of Islamic Republic of Pakistan
- 10.3. Can Constitutions Ensure Rights?

11. Political Culture

- 11.1. What Is Political Culture?
- 11.2. The Decay of Political Culture
- 11.3. Elite and Mass Subcultures
- 11.4. Minority Subcultures
- 11.5. Political Socialization

12. Elections

- 12.1. Elections
- 12.2. Why Do People Vote?
- 12.3. Who Votes?
- 12.4. Who Votes How?
- 12.5. Electoral Realignment
- 12.6. What Wins Elections?

13. Legislatures, Executives, and Bureaucracies

- 13.1. The Origins of Parliaments
- 13.2. Presidential and Parliamentary Systems
- 13.3. What Legislatures Do?

	<p>13.4. Presidents and Prime Ministers</p> <p>13.5. Executive Leadership</p> <p>13.6. Cabinets</p> <p>13.7. Bureaucracies</p>						
Textbook(s)	<p>Parsons, C. (2017). <i>Introduction to political science: How to think for yourself about politics</i>. Pearson Education, Inc.</p> <p>Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). <i>Political science: An introduction (14th ed.)</i>. Pearson Education, Inc.</p>						
Suggested Reading	<p>Atchison, A. L. (Ed.). (2021). <i>Political science is for everybody: An Introduction to Political Science</i>. University of Toronto Press.</p> <p>Hoffman, J., & Graham, P. (2015). <i>Introduction to political theory (3rd ed.)</i>. Routledge.</p> <p>Johnston, L. (2012). <i>Politics: An introduction to the modern democratic state</i>. University of Toronto Press.</p> <p>Kesselman, M., Krieger, J., & Joseph, W. A. (2019). <i>Introduction to comparative politics: Political challenges and changing agendas (8th ed.)</i>. Wadsworth Publishing.</p> <p>Shively, W. P. (2018). <i>Power & choice: An introduction to political science (15th ed.)</i>. Rowman & Littlefield.</p> <p>Wolff, J. (2006). <i>An Introduction to political philosophy</i>. Oxford University Press.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Sociology		Course Type: Social Sciences	
Course Code: CGSS-106	Credit Hours: 3	Duration: 16 Weeks	
Introduction	The course aims to help the students increase their proficiency in Sociology by enhancing their knowledge in the subject.		
Learning Objectives	Upon the successful completion of this course the students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Sociology 2. Describe the Social Groups 3. Clarify the Social Norms 4. Apply their knowledge in different situations 5. Develop a sense of understanding the trends and issues of Sociology 		
Course Content	<p>I. Introduction:</p> <ol style="list-style-type: none"> a) Definitions of Sociology b) Subject Matter c) Relationship of Sociology with other Social Sciences: Political Sciences, Psychology, Economics, History and Anthropology. d) Utility and Application of Sociology <p>II. Social Groups:</p> <ol style="list-style-type: none"> a) Definition b) Types of Groups: Primary Groups, Secondary Groups, In Groups, Out- Groups, Formal Groups, Informal Groups c) Distinction between Social Groups and Social Categories d) Other Related Concepts: Reference Groups, Locality Groups, Society. <p>III. Social Interaction:</p> <ol style="list-style-type: none"> a) Definition b) Importance of Social Interaction c) Processes of Social Interaction: Cooperation, Competition, Conflict, Assimilation, Accommodation and Acculturation. <p>IV. Social Norms</p> <ol style="list-style-type: none"> a) Definition b) Types of Social Norms: Folkways, Mores (Amar-o-Nehi), Laws. c) Other Related Concepts: Deviancy, Social Control, Social Sanctions, Toboos, Values and Beliefs. <p>V. Status and Role</p> <ol style="list-style-type: none"> a) Definition b) Types of Status and Role: Achieved and Ascribed c) Related Concepts: Role Conflict, Role Playing. 		

Text Book(s)	<p>Ahmad, Fahmida Masood.(1992). MoashratiMasaelkiOmraniat. Karachi :IllmiKitabGhar.</p> <p>Ali, M. B. (1976). <i>Muslims: The First Sociologists</i>: Islamic Sociological Society of Pakistan.</p> <p>Baker, T. L. (1999). <i>Doing Social Research</i>: McGraw-Hill.</p> <p>Andersen, M. L., & Taylor, H. F. (2006). <i>Sociology: Understanding a Diverse Society</i>: Thomson/Wadsworth.</p> <p>Baqai, M. S. (1975). <i>Social Order in Pakistani Society</i>. Karachi: National Book Foundation.</p> <p>Goode, W. J., &Hatt, P. K. (2006). <i>Methods in Social Research</i>: Surjeet Publication.</p> <p>Farganis, J. (2013). <i>Readings in Social Theory</i>. Boston: McGraw-Hill Education.</p> <p>Khalid, M. (1990). <i>Sociological Theory: A Historical Perspective</i>. Karachi :Kifayat Academy.</p>						
Suggested Reading	<p>Kinloch, G. C. (1977). <i>Sociological theory: its development and major paradigms</i>. London: McGraw-Hill.</p> <p>Abdul, H. T. (2008). <i>Theory and Research in Sociology</i>. Lahore: Abdul Hameed Taga& Sons Publishers.</p> <p>Abdul, H. T. (2008). <i>UmraniNazriaaurTehqiq</i>. Lalhore: Abdul Hameed Taga& Sons Publishers.</p> <p>Young, P. V., Schmid, C. F., &Blumer, H. (2012). <i>Scientific Social Surveys and Research: An Introduction to the Background, Content, Methods and Analysis of Social Studies</i>: Literary Licensing, LLC.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Psychology		Course Type: Social Sciences	
Course Code: CGSS-101	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course intends to familiarize the students with the key concepts and methods of Psychology. This will also help students to understand the human nature, development, and its related aspects as well as human behavior and human relations.		
Learning Objectives	<p>Upon the successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand Psychology as science and empirical methods used for understanding different aspects of human behavior 2. Describe the Growth and Development 3. Explain motivational theories and measurement 4. Elaborate the concepts related to memory and forgetting 5. Differentiate different types of intelligences 6. Discuss personality related aspects of individuals 7. Use psychology for adjustment 		
Course Content	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1. Meaning and concept of Psychology 1.2. Importance and Scope of Psychology 1.3. Methods of Psychology 2. Growth and development <ol style="list-style-type: none"> 2.1. Difference between Growth and development 2.2. Principles of Growth and Development 2.3. Types of development <ol style="list-style-type: none"> 2.3.1. Cognitive 2.3.2. Moral 2.3.3. Emotional 2.3.4. Social 2.4. Factors related to growth and development 2.5. Physical Growth 3. Motivation <ol style="list-style-type: none"> 3.1. Nature and meaning of the Motivation 3.2. The Motivation Cycle 3.3. Kinds of Motivation 3.4. Theories of Motivation <ol style="list-style-type: none"> 3.4.1. McDougall's Intinctive Theory 3.4.2. Hull's Drive Reduction Theory 3.4.3. Freud's Psychoanalytic Theory of Motivation 3.4.4. Behaviourists Learning Theories of Motivation 3.4.5. Adler's Social Urges Theory 3.4.6. Maslow's Self-actualisation Theory 		

3.5. Measurement of Motivation

4. Memory

4.1. Concept of Memory

4.2. Types of Memory

4.2.1. Sensory or Immediate Memory

4.2.2. Short-term Memory

4.2.3. Long-term memory

4.3. Mechanism of the process of memorisation

4.4. Encoding, Storage and Retrieval

4.5. Factors Influencing Memory

4.6. Measures and techniques of effective memorisation

4.7. Information Processing Model

5. Forgetting

1.8. Concept of forgetting

1.9. Curve of Forgetting

1.10. Types of Forgetting

1.11. Theories of Forgetting

1.11.1. The Memory Traces Decay Theory

1.11.2. The Interference Theory

1.11.3. Repression or Motivated Forgetting Theory

1.11.4. Theory of Storage Failure

1.11.5. Ways to minimize Forgetting

6. Intelligence

6.1. Concept of Intelligence

6.2. Theories of Intelligence

6.2.1. Factor theories of Intelligence

6.2.2. Cognitive theories of Intelligence

6.3. Measurement of Intelligent

7. Emotional Intelligence

7.1. Meaning and concept of Emotional Intelligence

7.2. Emotional Quotient (EQ)

7.3. Measurement of Intelligence

8. Social, Spiritual and Artificial Intelligence

8.1. Social Intelligence

8.1.1. Concept of Social Intelligence

8.1.2. Components of Social Intelligence

8.1.3. Measurement of Social Intelligence

8.2. Spiritual Intelligence

8.2.1. Concept of Spiritual Intelligence

8.2.2. Components of Spiritual Intelligence

8.2.3. Measurement of Spiritual Intelligence

8.3. Artificial Intelligence

8.3.1. Concept of Artificial Intelligence

8.3.2. Uses of Artificial Intelligence

8.3.3. Disadvantages of Artificial Intelligence

9. Aptitude and Attitude

9.1. Aptitude

	<ul style="list-style-type: none">9.1.1. Meaning and nature of Aptitude9.1.2. Difference among Intelligence, Aptitude and Interest9.1.3. Classification of Aptitudes9.2. Attitude<ul style="list-style-type: none">9.2.1. Meaning and nature of Attitude9.2.2. Factors influencing the development of attitude9.2.3. Measurement of Attitude
	<p>10. Creativity</p> <ul style="list-style-type: none">10.1. Concept and Characteristics of Creativity10.2. Theories of Creativity10.3. Techniques and methods of developing Creativity among children
	<p>11. Personality</p> <ul style="list-style-type: none">11.1. Meaning and nature of Personality11.2. Theories of Personality<ul style="list-style-type: none">11.2.1. Trait Approach11.2.2. Psychoanalytic Approach11.2.3. Humanistic Approach11.3. Methods and techniques of Personality Assessment<ul style="list-style-type: none">11.3.1. Observation11.3.2. Situational Test11.3.3. Questionnaire11.3.4. Personality Inventory11.3.5. Interview11.3.6. Projective Techniques
	<p>12. Frustration, Conflicts and Stress</p> <ul style="list-style-type: none">12.1. Frustration<ul style="list-style-type: none">12.1.1. Concept of Frustration12.1.2. Causes of Frustration12.1.3. Reactions to Frustration12.2. Conflicts<ul style="list-style-type: none">12.2.1. Concept and types of Conflicts12.2.2. Sources of Conflicts12.2.3. Conflict resolution12.3. Stress<ul style="list-style-type: none">12.3.1. Concept of Stress12.3.2. Identification of stressors12.3.3. Stress Cycle12.3.4. Effects of Stress12.3.5. Coping strategies with Stress
	<p>13. Psychology of Adjustment</p> <ul style="list-style-type: none">13.1. Concept and nature of Adjustment13.2. Areas of Adjustment<ul style="list-style-type: none">13.2.1. Personal Adjustment13.2.2. Social Adjustment13.2.3. Occupational Adjustment13.3. Methods of Adjustment13.4. Maladjustment

	13.5. Causes of Maladjustment 13.6. Detection of Maladjustment						
Textbook(s)	Mangal, S. K., & MANGAL, S. (2019). <i>Psychology of Learning and Development</i> . PHI Learning Pvt. Ltd..						
Suggested Reading	<p>Atkinson R. C., & Smith, E. E. (2000). <i>Introduction to psychology (13th ed.)</i>. Harcourt Brace College Publishers.</p> <p>Coon, D., & Muttterer, J. (2008). <i>Introduction to psychology: Gateways to mind and behavior (12th ed.)</i>. Wadsworth Cengage Learning.</p> <p>Fernald, L. D., & Fernald, P. S. (2005). <i>Introduction to psychology</i>. WMC Brown Publishers.</p> <p>Fredrickson, B., Nolen-Hoeksema, S., Loftus, G., & Wagenaar, W. (2009). <i>Atkinson & Hilgard's introduction to psychology (15th ed.)</i>. Wadsworth.</p> <p>Glassman, W. E. (2000). <i>Approaches to psychology</i>. Open University Press.</p> <p>Hayes, N. (2000). <i>Foundation of psychology (3rd ed.)</i>. Thomson Learning.</p> <p>Kalat, J. W. (2010). <i>Introduction to psychology</i>. Cengage Learning, Inc.</p> <p>Lahey, B. B. (2004). <i>Psychology: An introduction (8th ed.)</i>. McGraw-Hill Companies, Inc.</p> <p>Leahey, T. H. (1992). <i>A history of psychology: Main currents in psychological thought</i>. Prentice-Hall International, Inc.</p> <p>Myers, D. G. (2011). <i>Psychology (10th ed.)</i>. Wadsworth Publishers.</p> <p>Ormord, J. E. (1995). <i>Educational psychology: Developing learners</i>. Prentice Hall, Inc.</p> <p>Rathus, S. (2011). <i>Psychology: Concepts and connections (10th ed.)</i>. Wadsworth Cengage Learning.</p> <p>Von Tetzchner, S. (2018). <i>Child and adolescent psychology: Typical and atypical development</i>. Routledge.</p> <p>Woolfolk, A., Hoy, A. W., & McCune-Nicolich, L. (2017). <i>Educational psychology for teachers</i>. Prentice Hall.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Final Term	40%						

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Philosophy		Course Type: Social Sciences	
Course Code: CGSS-102	Credit Hours: 3	Duration: 16 Weeks	
Introduction	The course aims to help the students increase their proficiency in Philosophy by enhancing their knowledge in the subject i.e., Philosophy.		
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and explain the foundations of Philosophy 2. Explain the Matter, Life and Mind 3. Clarify the Our Changing Morals 4. Describe the Reconstruction of character 5. Apply their knowledge in different situations 6. Develop a sense of understanding the trends and issues of - Philosophy 		
Course Content	<p>1. The Nature of Philosophy</p> <ol style="list-style-type: none"> 1.1. What Is Philosophy? 1.2. The Traditional Divisions of Philosophy <ol style="list-style-type: none"> 1.2.1. Ontology 1.2.2. Epistemology 1.2.3. Axiology 1.3. The Value of Philosophy <p>2. Human Nature</p> <ol style="list-style-type: none"> 2.1. What Is Human Nature? 2.2. The Mind–Body Problem: How Do Your Mind and Your Body Relate? 2.3. Is There an Enduring Self? <p>3. Reality and Being</p> <ol style="list-style-type: none"> 3.1. What Is Real? 3.2. Reality: Material or Nonmaterial? 3.3. Reality in Pragmatism 3.4. Reality and Logical Positivism 3.5. Antirealism: The Heir of Pragmatism and Idealism 3.6. Is Freedom Real? 3.7. Is Time Real? <p>4. The Sources of Knowledge</p> <ol style="list-style-type: none"> 4.1. Why Is Knowledge a Problem? 4.2. Is Reason the Source of Our Knowledge? 4.3. Can the Senses Account for All Our Knowledge? 4.4. Does Science Give Us Knowledge? 		

	<p>5. Truth</p> <p>5.1. Knowledge and Truth</p> <p>5.2. What Is Truth?</p> <p>5.3. Does Science Give Us Truth?</p> <p>5.4. Can Interpretations Be True?</p> <p>5.5. The Family</p> <p>5.6. Causes</p> <p>6. Ethics</p> <p>6.1. What Is Ethics?</p> <p>6.2. Is Ethics Relative?</p> <p>6.3. Do Consequences Make an Action Right?</p> <p>6.4. Do Rules Define Morality?</p> <p>6.5. Is Ethics Based on Character?</p> <p>6.6. Can Ethics Resolve Moral Quandaries?</p> <p>7. Social and Political Philosophy</p> <p>7.1. What Is Social and Political Philosophy?</p> <p>7.2. What Justifies the State and Its Power?</p> <p>7.3. What Is Justice?</p> <p>7.4. Limits on the State</p>						
Textbook(s)	Velasquez, M. (2017). <i>Philosophy: A text with readings</i> . Cengage Learning						
Suggested Reading	<p>Blackburn, S. (1999). <i>Think: A compelling introduction to philosophy</i>. Oxford University Press.</p> <p>Pojman, L. J., & Fieser, J. (2007). <i>Introduction to philosophy: Classical and contemporary readings</i>. Oxford University Press.</p> <p>Warburton, N. (2004). <i>Philosophy: The essential study guide</i>. Routledge.</p> <p>Durant, W. (1981). <i>The pleasure of philosophy</i>. Simon and Schuster.</p> <p>Bailey, A. (2019). <i>The Broadview introduction to philosophy</i>. Broadview Press.</p> <p>Perry, J., Bratman, M., & Fischer, J. M. (2016). <i>Introduction to philosophy: Classical and contemporary readings</i>. Oxford University Press</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Mid Term	35%						
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Environmental Science		Course Type: Natural Sciences	
Course Code: CGNS-103	Credit Hours: 3	Duration: 16 Weeks	
Introduction	The purpose of this course is to provide orientation to the students on the evolution and scope of Environmental Science as emerging discipline and to motivate them to think beyond basic sciences to decision sciences.		
Learning Objectives	After completing this course, the students are expected to learn the importance of Environmental Science in human life, its relationship with various segments of society and sectors of development. The students are also expected to become familiar with current national, regional and global challenges for sustainable development.		
Course Content	<p>1. Understanding Our Environment</p> <p>1.1. What is Environmental Science?</p> <p>1.2. Major Themes in Environmental Science</p> <p>1.2.1. Environmental quality</p> <p>1.2.2. Human population and well-being</p> <p>1.2.3. Natural resources</p> <p>1.3. Human Dimensions of Environmental Science</p> <p>1.4. Key Concept: Sustainable Development</p> <p>1.5. Science Helping to Understand the World</p> <p>1.5.1. Skepticism</p> <p>1.5.2. Deductive and Inductive Reasoning</p> <p>1.5.3. Scientific Method</p> <p>1.5.4. Probability</p> <p>1.5.5. Experimental Design</p> <p>2. Human Populations</p> <p>2.1. Past and Current Population Growth</p> <p>2.2. Factors Determining Population Growth</p> <p>2.3. Fertility and Culture</p> <p>2.4. The Demographic Transition</p> <p>2.5. What Kind of Future Are We Creating Now?</p> <p>3. Environmental Conservation</p> <p>3.1. World Forests</p> <p>3.2. Grasslands</p> <p>3.3. Parks and Nature Preserves</p> <p>4. Food and Agriculture</p> <p>4.1. Global Trends in Food and Hunger</p> <p>4.2. How Much Food Do We Need?</p> <p>4.3. What Do We Eat?</p> <p>4.4. Living Soil Is a Precious Resource</p>		

- 4.5. Agricultural Inputs
- 4.6. How Have We Managed to Feed Billions?
- 4.7. Sustainable Farming Strategies
- 5. Environmental Health and Toxicology**
 - 5.1. Environmental Health
 - 5.2. Toxicology
 - 5.3. Movement, Distribution, and Fate of Toxins
 - 5.4. Toxicity and Risk Assessment
 - 5.5. Establishing Health Policy
- 6. Climate**
 - 6.1. What Is the Atmosphere?
 - 6.2. Climate Changes Over Time
 - 6.3. How Do We Know the Climate Is Changing Faster Than Usual?
 - 6.4. Envisioning Solutions
 - 6.4.1. The Paris Accord
 - 6.4.2. drawdown Options
 - 6.4.3. Wind, Water, and Solar
- 7. Air Pollution**
 - 7.1. Air Pollution and Health
 - 7.1.1. Conventional Pollutants: Abundant and Serious
 - 7.1.2. Hazardous air Pollutants
 - 7.1.3. Mercury as a key Neurotoxin
 - 7.1.4. Indoor Air Worse than Outdoor Air
 - 7.2. Air Pollution and Climate
 - 7.3. Environmental and Health Effects
 - 7.4. Air Pollution Control
 - 7.5. The Ongoing Challenge
- 8. Water: Resources and Pollution**
 - 8.1. Water Resources
 - 8.2. How Much Water Do We Use?
 - 8.3. Dealing with Water Scarcity
 - 8.4. Water Pollutants
 - 8.5. Persistent Challenges
 - 8.6. Water Treatment and Remediation
- 9. Environmental Geology and Earth Resources**
 - 9.1. Earth Processes Shape Our Resources
 - 9.2. Minerals and Rocks
 - 9.3. Environmental Effects of Resource Extraction
 - 9.4. Geologic Hazards
- 10. Energy**
 - 10.1. Energy Resources
 - 10.2. Fossil Fuels
 - 10.3. Nuclear Power and Hydropower
 - 10.4. Energy Efficiency and Conservation
 - 10.5. Wind and Solar Energy
 - 10.6. Biomass and Geothermal Energy

	<p>10.7. What Does an Energy Transition Look Like?</p> <p>11. Solid and Hazardous Waste</p> <p>11.1. What Waste Do We Produce?</p> <p>11.2. Waste Disposal Methods</p> <p> 11.2.1. Punjab Hospital Waste Management Rules, 2005</p> <p>11.3. Shrinking the Waste Stream</p> <p>11.4. Hazardous and Toxic Wastes</p> <p>12. Economics and Urbanization</p> <p>12.1. Cities Are Places of Crisis and Opportunity</p> <p>12.2. Urban Planning</p> <p>12.3. Economics and Resource Management</p> <p>12.4. Natural Resource Accounting</p> <p>12.5. Trade, Development, and Jobs</p> <p>13. Environmental Policy and Sustainability</p> <p>13.1. Environmental Policy and Science</p> <p> 13.1.1. Punjab Policy on Controlling Smog 2017</p> <p>13.2. Major Environmental Laws</p> <p> 13.2.1. The Punjab Environmental Protection Act, 1997</p> <p> 13.2.2. The Punjab Prohibition on Manufacture, Sale, Use and Import of Polythene Bags (Black or Any Other Polythene Bag Below Fifteen Micron Thickness) Ordinance, 2002</p> <p>13.3. How Are Policies Implemented?</p> <p>13.4. International Policies</p> <p>13.5. What Can Students Do?</p> <p>13.6. The Challenges of Sustainable Development</p>
Textbook(s)	Cunningham, W. P., & Cunningham, M. A. (2020). <i>Principles of environmental science: Inquiry & applications (9th ed.)</i> . McGraw-Hill Education.
Suggested Reading	<p>Akitsu, T. (2019). <i>Environmental science: Society, nature, and technology</i>. Pan Stanford Publishing Pte. Ltd.</p> <p>Ayers, J. C. (2017). <i>Sustainability: An environmental science perspective</i>. Taylor & Francis Group, LLC.</p> <p>Botkin, D. B., & Keller, E. A. (2014). <i>Environmental science: Earth as a living planet (9th ed.)</i>. John Wiley & Sons, Inc.</p> <p>Chawla, S. (2012). <i>A textbook of environmental studies</i>. Tata McGraw Hill Education Private Limited.</p> <p>Cunningham, W. P., & Cunningham, M. A. (2017). <i>Environmental science: A global concern (14th ed.)</i>. McGraw-Hill Education.</p> <p>Environment Protection Department: Government of the Punjab (Online). Act, Laws, Rules and Regulations. https://epd.punjab.gov.pk/rules_regulations</p> <p>Friedland, A., & Relyea, R. (2016). <i>Essentials of environmental science</i>. W. H. Freeman and Company.</p> <p>Khoiyangbam, R. S., Gupta, N. (2015). <i>Introduction to Environmental Sciences</i>. Teri Press.</p> <p>Miller G. T., & Spoolman, S. E. (2018). <i>Living in the environment (19th ed.)</i>. Cengage Learning</p>

	<p>Miller, G. T., & Spoolman, S. E. (2019). <i>Environmental Science (16th ed.)</i>. Cengage Learning.</p> <p>Pepper, I. L., Gerba, C. P., & Brusseau, M. L. (2006). <i>Environmental & pollution science (2nd ed.)</i>. Elsevier Inc.</p> <p>Withgott, J. H., Laposata, M. (2018). <i>Environment: The science behind the stories (6th ed.)</i>. Pearson Education, Inc.</p> <p>Wright, R. T., & Boorse, D. F. (2017). <i>Environmental science: Toward a sustainable future (13th ed.)</i>. Pearson Education, Inc.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education	
Course Title: General Mathematics		Course Type: Natural Sciences
Course Code: CGNS-102	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course provides opportunities for prospective elementary teachers to strengthen their mathematical knowledge and skills and to gain confidence in their understanding of mathematics. An important outcome of this course is for prospective teachers to be able to teach mathematics successfully in the elementary grades.	
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Increase their mathematical content knowledge for Number and Operations, Algebra and Algebraic Thinking, Geometry and Geometric Measurement, and Information Handling for teaching in the primary, elementary, and middle grades 2. Increase their confidence, competence, interest, and enthusiasm for mathematics by exploring and doing mathematics 3. Deepen an understanding of how children learn mathematics 4. Build a variety of instructional techniques with clear purposes 5. Enhance their use of questioning techniques to elicit children's understanding 6. Learn ways to engage students in mathematical thinking through interactive activities 	
Course Content	<ol style="list-style-type: none"> 1. Numbers and Operations <ol style="list-style-type: none"> 1.1. Counting 1.2. Models for Addition & Subtraction with natural numbers 1.3. Addition and Subtraction as inverse Operations 1.4. Word problems involving addition and subtraction 2. Place Value Numbers and Operations <ol style="list-style-type: none"> 2.1. Working in the base-10 system 2.2. Models for Multiplication with natural numbers 2.3. Multiplication and Division as inverse operations 2.4. Models for Division with natural numbers 2.5. Nature of the remainder in division 2.6. Factors, Prime and Composite Numbers 3. Fractions and Decimals <ol style="list-style-type: none"> 3.1. Models of fractions (sets, number line, area, volume) 3.2. Types of fractions (proper, improper and mixed-number) 3.3. Decimals as fractions linked to base-10 place value 3.4. Concept of GCF and LCM 3.5. Operations with fractions and decimals 4. Percent Ratios and Proportion Rates <ol style="list-style-type: none"> 4.1. Percent as related to fractions and decimals 	

	<p>4.2. Ratio and Proportion</p> <p>4.3. Rates</p> <p>5. Integers</p> <p>5.1. Integers, Operations with integers</p> <p>6. Algebra as Generalized Arithmetic Patterns</p> <p>6.1. Repeating patterns and growing patterns</p> <p>6.2. Generalizing a pattern and finding a rule</p> <p>7. Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity</p> <p>7.1. Creating coordinate graphs</p> <p>7.2. Continuous, discontinuous, and discrete graphs</p> <p>7.3. Equivalent expressions</p> <p>7.4. Surface Area of Cuboids and Cylinders</p> <p>7.5. Circumference and Area formulas</p> <p>7.6. Surface Area formulas</p> <p>8. Graphic displays of information & Linear functions Order of Operations</p> <p>8.1. Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous)</p> <p>8.2. Interpret the above graphic displays of data</p> <p>8.3. Interpreting tables, graphs and equations of linear functions</p> <p>8.4. The concept of slope</p> <p>8.5. Order of Operations</p> <p>9. Square expressions and equations Symbol manipulation</p> <p>9.1. Interpreting tables, graphs and equations of quadratic functions</p> <p>9.2. Solving for x, the unknown</p> <p>10. Volume of Cuboids and Cylinders</p> <p>10.1. Volume formulas</p> <p>10.2. Squares, square numbers, square roots (surds)</p> <p>11. Introduction to the Pythagorean Theorem</p> <p>11.1. The Pythagorean Theorem</p> <p>12. Polygons</p> <p>12.1. Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals</p> <p>13. Undefined terms in geometry Identification and construction of angles</p> <p>13.1. Point, line, line segment, ray</p> <p>13.2. Models of angles</p> <p>13.3. Benchmark angles</p> <p>13.4. Classifying angles by measurement</p> <p>14. Geometric Measurement: Area and Perimeter of polygons</p> <p>14.1. Perimeter and Area formulas</p> <p>15. Geometric Measurement: Circumference and Area of Circles</p> <p>15.1. Surface Area of Cuboids and Cylinders</p> <p>15.2. Circumference and Area formulas</p> <p>15.3. Surface Area formulas</p> <p>16. Graphic displays of information</p> <p>16.1. Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous)</p> <p>16.2. Interpret the above graphic displays of data</p>
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	17. Measures of dispersion and central tendency 17.1. Range 17.2. Mean 17.3. Median 17.4. Mode	
Textbook(s)	Joseph, Y., Teh, K. S., Loh, C. Y., Ivy, C., Neo, C. M., & Jacinth, L. (2013). <i>New Syllabus Mathematics (7th ed.)</i> . Shinglee Publishers Pte Ltd. Monroe, K., Cetta, O., Buller, D., & Nadolny, M. (2011). <i>High School Math Made Simple</i> : TutaPoint, LLC. Van de Walle, J. A., Karp, K. S., Bay-Williams, J. M., Wray, J. A., & Brown, E. T. (2007). <i>Elementary and middle school mathematics: Teaching developmentally</i> . Haylock, D., & Manning, R. (2014). <i>Mathematics explained for primary teachers</i> . Sage Publications.	
Suggested Readings	Aufmann, R. N., Barker, V. C., & Nation, R. D. (2011). <i>College Algebra and Trigonometry</i> . USA: Cengage Learning. Swokowski, W. (1978). <i>Fundamentals of algebra and trigonometry</i> : Prindle, Weber & Schmidt. Walpole, R. E. (1982). <i>Introduction to statistics</i> : Macmillan.	
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: General Science		Course Type: Natural Sciences	
Course Code: CGNS-101	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>This course will refresh and strengthen Student Teachers' subject-matter knowledge. It lays a foundation for the pedagogical content knowledge also required to effectively teach general science in primary school. The course covers core concepts in physical science, life science, and earth science. Also covered are the teaching strategies and instructional approaches that best support the development of conceptual understanding of science.</p>		
Learning Objectives	<p>After completion of this course prospective teachers will be able to:</p> <ol style="list-style-type: none"> 1. understand the nature of science, scientific attitude, and method. 2. know about the earth better 3. describe the events happening on earth 4. explain the living things and their heredity 5. differentiate between acids, bases, and alkalis 6. establish relationship between force and motion 7. understand the concept of solar system and universe 8. describe the earth's environment 9. name parts and functions of a computer 		
Course Content	<ol style="list-style-type: none"> 1. Introduction to Science <ol style="list-style-type: none"> 1.1. What is Science? 1.2. Science as Process 1.3. Science as Product 1.4. Importance of Science 1.5. Limitations of Science 1.6. Branches of Science 1.7. Science and Society 1.8. Learning about Science 1.9. Observing the World 1.10. Scientific Attitude 1.11. Using the Scientific Method 1.12. Inquiry and the Scientific Method 1.13. Thinking Like a Scientist 2. Science Toolbox <ol style="list-style-type: none"> 2.1. Measurements 2.2. Systems and Variables 2.3. Graphs 2.4. Time and Length 2.5. Distance, Direction, and Position 2.6. Speed 2.7. Graphs of Motion 		

3. Earth

- 3.1. Observing Earth
- 3.2. Geologic Time
- 3.3. Mapping Earth
- 3.4. Earth's Heat Energy
- 3.5. Earth's Interior
- 3.6. Supercontinent
- 3.7. Sea-Floor Spreading
- 3.8. Plate Boundaries
- 3.9. What is an Earthquake?
- 3.10. Seismic Waves
- 3.11. Measuring Earthquakes
- 3.12. What is a Volcano?
- 3.13. Where do You Find Volcanoes?
- 3.14. Types of Volcanoes

4. Living Things and Heredity

- 4.1. Is it Alive?
- 4.2. What is a Living System?
- 4.3. Types of Living Things
- 4.4. Traits
- 4.5. Predicting Heredity
- 4.6. The Role of DNA in Heredity
- 4.7. DNA and Technology

5. Human Body Systems and Mechanism

- 5.1. Circulation and Respiration
- 5.2. Human Reproduction
- 5.3. Other Organ Systems
- 5.4. Bones and Muscles
- 5.5. Human Body as a Machine
- 5.6. The Nervous System
- 5.7. Vision
- 5.8. Optics
- 5.9. Hearing

6. Food and Nutrition

- 6.1. Human Health
- 6.2. Food and its Major Components
- 6.3. Balanced Diet
- 6.4. Exercise and Health
- 6.5. Diseases Caused by Germs
- 6.6. Protection from Germs
- 6.7. Effects of Smoke and Smoking
- 6.8. Mental Health
- 6.9. Proteins, Fats, and Nucleic Acids

7. Role of Chemistry in Daily Life

- 7.1. Chemical Reaction
- 7.2. Acid, Bases Alkalis and Salts
- 7.3. Physical and Chemical Changes and Processes
- 7.4. Environmental Chemistry
- 7.5. Experimental Techniques in Chemistry
- 7.6. Atomic Structure

- 7.7. Periodic Table
- 7.8. Chemical Bonding
- 7.9. Thermo Chemistry
- 7.10. Reaction Kinetics

8. Forces and Motion

- 8.1. Forces
- 8.2. Addition of Forces and Equilibrium
- 8.3. Newton's First Law of Motion
- 8.4. Newton's Second Law of Motion
- 8.5. Newton's Third Law of Motion

9. The Solar System and Galaxies

- 9.1. Introduction
- 9.2. Planets
- 9.3. The Sun and Stars
- 9.4. The Life Cycle of Stars
- 9.5. Galaxies and the Universe

10. Environment

- 10.1. Earth's Atmosphere
- 10.2. Ozone Layer
- 10.3. Ecosystem and Habitats
- 10.4. Environmental Pollution
- 10.5. Population Growth: Survival and Extinction
- 10.6. Effects of Rising Population on Environment
- 10.7. Pollutants
 - 10.7.1. Air
 - 10.7.2. Water
 - 10.7.3. Food Adulteration

11. Introduction to Computers

- 11.1. Importance of Computers for Success
- 11.2. Hardware Components
- 11.3. System and Application Software
- 11.4. Types and Functions
- 11.5. Uses in Society

12. Science and Technology

- 12.1. Modern Use of Technology
 - 12.1.1. TV
 - 12.1.2. Radio
 - 12.1.3. Satellites & Radars
 - 12.1.4. Mobile Phones
 - 12.1.5. Vehicles
 - 12.1.6. Internet
 - 12.1.7. Nuclear Technology
 - 12.1.8. Missiles
 - 12.1.9. X-ray
 - 12.1.10. Ultrasound
 - 12.1.11. ECG
 - 12.1.12. MRI
 - 12.1.13. Angiography
 - 12.1.14. CT Scan
- 12.2. Science and Technology in Pakistan

	12.2.1. Scientific Organizations 12.2.2. Scientific Policies
Textbook(s)	Eddleman, S. (2007). <i>CPO focus on life science</i> . Delta Education LLC Forouzan, B. A., & Gilberg, R. F. (2012). <i>Computer science: A structured programming approach using C (3rd ed.)</i> . Cengage Learning Hsu, T. C., Kissel, S., & Eldridge, P. (2007). <i>CPO focus on physical science</i> . Delta Education LLC Hughes, M. B. A., Sammons, J., & Eldridge, P. (2007). <i>CPO focus on earth science</i> . Delta Education LLC
Suggested Reading	Chughtai, N. A., Iqbal, J., Rasool, E., Mahmood-ul-Hassan, Akhtar, M., Nisar, M., Cheema, R., Usmani, S., & Riaz, A. (2003). <i>General science: Class IX-X</i> . Punjab Curriculum and Textbook Board Clugston, M., & Flemming, R. (2000). <i>Advanced chemistry</i> . Oxford University Press. Council, N. R. (2007). <i>Taking science to school: Learning and teaching science in grades K-8</i> . National Academies Press. Craghan, M. (2003). <i>Physical geography: A self-teaching guide</i> . John Wiley & Sons, Inc. Ellis A. B., Geselbracht M. J., Johnson B. J., Lisensky G. C., & Robinson W. R. (1993). <i>Teaching general chemistry: A materials science companion</i> . United Book Press. Gibilisco, S. (2002). <i>Physics demystified</i> . McGraw-Hill. Gibilisco, S. (2003). <i>Astronomy demystified: A self-teaching guide</i> . McGraw-Hill. Harlen, W., & Qualter, A. (2004). <i>The teaching of science in primary schools</i> . David Fulton Publishers. Kuhn, K. F., & Noschese, F. (2020). <i>Basic physics: A self-teaching guide, (3rd ed.)</i> . John Wiley & Sons, Inc. Moché, D. L. (2009). <i>Astronomy: A self-teaching guide (7th ed.)</i> . Edition John Wiley & Sons Inc. National Science Foundation. (1999). <i>Inquiry: Thoughts, views, and strategies for the K-5 classroom</i> . National Science Foundation. Pople, S. (2001). <i>Target science: Physics</i> . Oxford University Press. Schweingruber, H. A., Shouse, A. W., Michaels, S., & Council, N. R. (2007). <i>Ready, set, science!: Putting research to work in K-8 science classrooms</i> . National Academies Press. Strahler, A. (2008). <i>Visualizing physical geography</i> . John Wiley & Sons, Inc. Strahler, A. (2013). <i>Introducing physical geography (6th ed.)</i> . John Wiley & Sons, Inc.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education	
Course Title: Computer Science		Course Type: Natural Sciences
Course Code: CGNS-104	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course aims to help the students increase their proficiency in -Computer by enhancing their knowledge in the subject.	
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the function of Control Unit and Buses 2. Describe the Fetch-Execute cycle and the role of the registers 3. Describe the factors affecting the performance of the CPU: clock speed, number of cores, cache 4. Understand the use of pipelining in a processor to improve efficiency 5. Describe von Neumann, Harvard and contemporary processor architecture 6. Describe the differences between, and uses of. CISC and RISC processors 7. Describe GPUs and their uses 8. Describe multicore and parallel systems 9. Describe different input, output, and storage devices 10. Use different types of system software 11. Learn different software development techniques 12. Explain and use different data exchanging methods 13. Differentiate between different data types 14. Understand different data structures 15. Describe different programming techniques 16. Use and differentiate among different types of algorithms 	
Course Content	<ol style="list-style-type: none"> 1. Components of a Computer <ol style="list-style-type: none"> 1.1. Processor Components 1.2. Processor Performance 1.3. Types of Processors 1.4. Input Devices 1.5. Output Devices 1.6. Storage Devices 2. Systems Software <ol style="list-style-type: none"> 2.1. Functions of an Operating System 2.2. Types of Operating System 2.3. The nature of Applications 2.4. Programming Language Translators 3. File Management <ol style="list-style-type: none"> 3.1. The Logical and Physical View of Files 3.2. The Role of the File Management System 3.3. Logical File Access Methods 3.4. Physical File Storage 	

- 3.5. File Systems, Volumes, Disks, Partitions, and Storage Pools
- 3.6. The Directory Structure
- 3.7. Network File Access
- 3.8. Storage Area Networks
- 3.9. File Protection
- 3.10. Journaling File System
- 4. Software Development**
 - 4.1. Systems Analysis Methods
 - 4.2. Writing and Following Algorithms
 - 4.3. Programming Paradigms
 - 4.4. Assembly Language
- 5. Exchanging Data**
 - 5.1. Compression, Encryption, and Hashing
 - 5.2. Database Concepts
 - 5.3. Relational Databases and Normalization
 - 5.4. Introduction to SQL
 - 5.5. Defining and Updating Tables Using SQL
 - 5.6. Transaction Processing
- 6. Data Types and Structures**
 - 6.1. Primitive Data types, Binary and Hexadecimal
 - 6.2. ASCII and Unicode
 - 6.3. Binary Arithmetic
 - 6.4. Floating Point Arithmetic
 - 6.5. Bitwise Manipulation and Masks
 - 6.6. Arrays, Tuples, and Records
 - 6.7. Queues
 - 6.8. Lists and Linked Lists
 - 6.9. Stacks
 - 6.10. Hash Tables
 - 6.11. Graphs
 - 6.12. Trees
- 7. Boolean Algebra**
 - 7.1. Simplifying Boolean Expressions
 - 7.2. Karnaugh Maps
 - 7.3. Adders and D-type Flip-Flops
- 8. Gates and Circuits**
 - 8.1. NOT, AND, OR, XOR, NAND, and NOR Gates
 - 8.2. Constructing Gates: Transistors
 - 8.3. Combinational Circuits
 - 8.4. Adders and Multiplexers
 - 8.5. Circuits as Memory
 - 8.6. CPU Chips
- 9. Programming Techniques**
 - 9.1. Programming Basics
 - 9.2. Selection
 - 9.3. Iteration
 - 9.4. Subroutines and Recursion
 - 9.5. Use of an IDE
 - 9.6. Use of Object-Oriented Techniques
- 10. Algorithms**

	<ul style="list-style-type: none"> 10.1. Analysis and Design of Algorithms 10.2. Searching Algorithms 10.3. Bubble Sort and Insertion Sort 10.4. Merge Sort and Quick Sort 10.5. Graph Traversal Algorithms 10.6. Optimisation Algorithms 11. Simulation, Graphics, Gaming, and Other Applications 11.1. What Is Simulation? 11.2. Specific Models <ul style="list-style-type: none"> 11.2.1. Queuing Systems 11.2.2. Meteorological Models 11.2.3. Computational Biology 11.3. Computer Graphics 11.4. Gaming 12. System Development 12.1. System Development Guidelines 12.2. Project Management 12.3. Feasibility Assessment 12.4. Documentation 12.5. Data and Information Gathering Techniques 12.6. Planning, Analysis, and Design Phases 12.7. Implementation and Support & Security Phase 13. Application Development Languages and Tools 13.1. Procedural Language 13.2. Object-Oriented Programming Languages and Application Development Tools 13.3. Web Development 14. Limitations on Computing 14.1. Limits on Arithmetic 14.2. Limits on Components 14.3. Limits on Communications 14.4. Complexity of Software 14.5. Current Approaches to Software Quality 14.6. Notorious Software Errors 14.7. Comparing Algorithms 14.8. Turing Machines 14.9. Halting Problem 14.10. Classification of Algorithm
Textbook(s)	<p>Dale, N., & Lewis, J. (2020). <i>Computer science illuminated (7th ed.)</i>. Jones & Bartlett Learning, LLC.</p> <p>Heathcote, P. M., & Heathcote, R. S. U. (2016). <i>OCR AS and A level computer science</i>. PG Online Limited.</p>
Suggested Reading	<p>Englander, I. (2014). <i>The architecture of computer hardware, systems software, & networking</i>. Joh Wiley & Sons Inc.</p> <p>Kernighan, B. W. (2021). <i>Understanding the digital world: What you need to know about computers, the internet, privacy, and security (2nd ed.)</i>. Princeton University Press.</p>

	<p>Patt, Y., & Patel, S. (2020). <i>Introduction to computing systems: From bits & gates to C/C++ & beyond (3rd ed.)</i>. McGraw Hill Education.</p> <p>Sarangi, S. R. (2021). <i>Basic computer architecture</i>. White Falcon Publishing</p> <p>Stallings, W. (2018). <i>Operating systems: Internals and design principles (9th ed.)</i>. Pearson Prentice Hall.</p> <p>Surrall, A., & Hamflett A. (2017). <i>A/AS level computer science for OCR: Student book</i>. Cambridge University Press.</p> <p>Tanenbaum, A. S. (2015). <i>Modern operating systems (4th ed.)</i>. Pearson Prentice Hall.</p> <p>Vermaat, M. E., Sebok, S. L., Freund, S. M., Campbell, J. T., & Frydenberg, M. (2017). <i>Discovering computers 2018</i>. Cengage Learning.</p> <p>Zargham, M. (1996). <i>Computer architecture</i>. Prentice Hall.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education		
Course Title: Public Health		Course Type: Natural Sciences	
Course Code: CGNS-105	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>The course, Public Health, introduces the major concepts of public health and the determinants of health status in communities. The course emphasizes the ecological model that focuses on the linkages and relationships among multiple natural and social determinants affecting health. In addition to providing basic essential knowledge of disease prevention and health promotion aspects of public health, it provides a valuable foundation for subsequent health sciences and public health studies. The goal of public health is to understand why and how different populations carry different kinds and amounts of disease burden, and to use that knowledge for improving health by preventing disease. The course will build a sense of community and instil a public health mindset amongst students, and it will lay the foundation for students to work effectively as public health professionals on inter-professional teams.</p>		
Learning Objectives	<p>After studying this course students will be able to:</p> <ol style="list-style-type: none"> 1. To discuss the evaluation of global trends affecting health, including communicable and non-communicable disease as well as the health impact of different environmental and lifestyle factors. 2. To apply basic public health concepts to the theoretical management of public health problems, including disease prevention, health promotion, health economics and policy, as well as critically compare opposing viewpoints in these fields. 3. To impart vivid knowledge of basic health concepts related to public. 4. To make aware to the students about various diseases and its precautions. 5. To spread general awareness amongst the students to promote hygienic ways of livings within the communities and across the communities as well. 		
Course Content	<ol style="list-style-type: none"> 1. What Is Public Health? <ol style="list-style-type: none"> 1.1. Public Health: Science, Politics, and Prevention 1.2. Public Health Versus Medical Care 1.3. The Sciences of Public Health 1.4. Prevention and Intervention 1.5. Public Health and Terrorism 2. Why Is Public Health Controversial? <ol style="list-style-type: none"> 2.1. Economic Impact 2.2. Individual Liberty 		

- 2.3. Moral and Religious Opposition
- 2.4. Political Interference with Science
- 3. Epidemiology: The Basic Science of Public Health**
 - 3.1. How Epidemiology Works
 - 3.2. A Typical Epidemiologic Investigation—Outbreak of Hepatitis
 - 3.3. Legionnaires' Disease
 - 3.4. Eosinophilia-Myalgia Syndrome
 - 3.5. Epidemiology and the Causes of Chronic Disease
 - 3.6. Heart Disease
 - 3.7. Lung Cancer
- 4. Problems and Limits of Epidemiology**
 - 4.1. Problems with Studying Humans
 - 4.2. Sources of Error
 - 4.3. Proving Cause and Effect
 - 4.4. Epidemiologic Studies of Hormone Replacement
 - 4.5. Therapy—Confusing Results
 - 4.6. Ethics in Epidemiology
 - 4.7. Conflicts of Interest in Drug Trials
- 5. Infectious Diseases**
 - 5.1. Infectious Agents
 - 5.2. Means of Transmission
 - 5.3. Chain of Infection
 - 5.4. Rabies
 - 5.5. Smallpox, Measles, and Polio
 - 5.6. Backsliding: Measles and Malaria
 - 5.7. Fear of Vaccines
- 6. The Resurgence of Infectious Diseases**
 - 6.1. The Biomedical Basis of AIDS
 - 6.2. Ebola
 - 6.3. West Nile, Zika, and Other Emerging Viruses
 - 6.4. Influenza
 - 6.5. New Bacterial Threats
 - 6.6. Multidrug-Resistant Tuberculosis (MDR TB)
 - 6.7. Prions
 - 6.8. Public Health Response to Emerging Infections
 - 6.9. Public Health and the Threat of Bioterrorism
- 7. Chronic Diseases, Genetic Diseases, and Other Inborn Errors**
 - 7.1. Cardiovascular Disease
 - 7.2. Cancer
 - 7.3. Diabetes
 - 7.4. Environmental Teratogens
 - 7.5. Genetic Diseases
 - 7.6. Genetic and Newborn Screening Programs
 - 7.7. Genomic Medicine
 - 7.8. Ethical Issues and Genetic Diseases
- 8. Public Health Enemy Number One: Tobacco**
 - 8.1. Biomedical Basis of Smoking's Harmful Effects
 - 8.2. Advertising: Emphasis on Youth
 - 8.3. Taxes as a Public Health Measure
 - 8.4. Electronic Cigarettes

9. Public Health Enemy Number Two and Growing: Poor Diet and Physical Inactivity

- 9.1. Epidemiology of Obesity
- 9.2. Diet and Nutrition
- 9.3. Promoting Healthy Eating
- 9.4. Taxing Sugar-Sweetened Beverages
- 9.5. Youth Obesity
- 9.6. Physical Activity and Health
- 9.7. How Much Exercise Is Enough, and How Much Do People Get?
- 9.8. Promoting Physical Activity
- 9.9. Confronting the Obesity Epidemic

10. Injuries Are Not Accidents

- 10.1. Epidemiology of Injuries
- 10.2. Analyzing Injuries
- 10.3. Motor Vehicle Injuries
- 10.4. Pedestrians, Motorcyclists, and Bicyclists
- 10.5. Poisoning
- 10.6. Firearms Injuries
- 10.7. Occupational Injuries
- 10.8. Injury from Domestic Violence
- 10.9. Nonfatal Traumatic Brain Injuries
- 10.10. Tertiary Prevention

11. Mental Health: Public Health Includes Healthy Minds

- 11.1. Major Categories of Mental Disorders
 - 11.1.1. Anxiety
 - 11.1.2. Psychosis
 - 11.1.3. Disturbances of Mood
 - 11.1.4. Disturbances of Cognition
 - 11.1.5. Epidemiology
- 11.2. Causes and Prevention
- 11.3. Children
- 11.4. Eating Disorders
- 11.5. Mental Health in Adulthood
- 11.6. Mental Health in Older Adults
- 11.7. Treatment

12. Health in Different Age Levels

- 12.1. Maternal Health
- 12.2. Infant Health
- 12.3. Child Health
- 12.4. Adolescents, Young Adults, and Adults
 - 12.4.1. Community and Public Health Strategies
- 12.5. Older Adults
 - 12.5.1. Myths Surrounding Aging
 - 12.5.2. A Health Profile of Older Adults
 - 12.5.3. Instrumental Needs of Older Adults

13. Clean Air: Is It Safe to Breathe?

- 13.1. Criteria Air Pollutants
- 13.2. Strategies for Meeting Standards
- 13.3. Indoor Air Quality
- 13.4. Global Effects of Air Pollution

	<p>14. Population: The Ultimate Environmental Health Issue</p> <p>14.1. Public Health and Population Growth</p> <p>14.2. Global Impact of Population Growth: Depletion of Resources</p> <p>14.3. Global Impact of Population Growth: Climate Change</p> <p>14.4. Dire Predictions and Fragile Hope</p> <p>15. Public Health in the Twenty-First Century: Achievements and Challenges</p> <p>15.1. Challenges for the 21st Century</p> <p>15.2. Strategic Planning for Public Health</p> <p>15.3. Dashed Hopes for the Integration of Public Health and Medical Practice</p> <p>15.4. Information Technology</p> <p>15.5. The Challenge of Biotechnology</p> <p>15.6. The Ultimate Challenge to Public Health in the 21st Century</p>						
Textbook(s)	Schneider, M. J. (2020). <i>Introduction to public health (6th ed.)</i> . Jones & Bartlett Learning, LLC.						
Suggested Reading	<p>Basch, P. F. (1999). <i>Textbook of international health</i>. Oxford University Press.</p> <p>Coughlin, S. S. (1997). <i>Ethics in epidemiology and public health practice: Collected works</i>. Quill.</p> <p>Detels, R. (Ed.). (2015). <i>Oxford textbook of global public health (Vol. 2)</i>. Oxford Textbook.</p> <p>Detels, R., Beaglehole, R., Lansang, M. A., & Gulliford, M. (2011). <i>Oxford textbook of public health</i>. Oxford University Press.</p> <p>Dicker, R. C., Coronado, F., Koo, D., & Parrish, R. G. (2006). <i>Principles of epidemiology in public health practice; an introduction to applied epidemiology and biostatistics</i>.</p> <p>Link, B. G., & Phelan, J. (2010). Social conditions as fundamental causes of health inequalities. <i>Handbook of medical sociology</i>, 6, 3-17.</p> <p>Lubkin, I. M., & Larsen, P. D. (Eds.). (2006). <i>Chronic illness: Impact and interventions</i>. Jones & Bartlett Learning.</p> <p>McKenzie, J. F., Pinger, R. R., & Seabert, D. M. (2018). <i>An introduction to community & public health</i>. Jones & Bartlett Learning, LLC.</p> <p>Smith, V. S. (2008). <i>Clean: A history of personal hygiene and purity</i>. Oxford University Press.</p> <p>Turnock, B. J. (2006). <i>Public health: Career choices that make a difference</i>. Jones & Bartlett Learning.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Logic		Course Type: Quantitative Reasoning I
Course Code: CGQR-101	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>Since ancient times, numbers, quantification, and mathematics has played a central role in scientific and technological development. In the 21st century Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student’s attitude about mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.</p>	
Learning Objectives	<p>After completing this course successfully, students will be able to:</p> <ol style="list-style-type: none"> 1. create and develop quantitative reasoning skills and apply to daily life challenges involving social and economic issues. 2. apply the learned principles of quantitative reasoning skills in other disciplines. 3. acquire and use the quantitative reasoning skills in different disciplines. 4. make decisions in a logical manner. 5. apply geometrical models to solve real life problems. 6. apply the quantitative reasoning skills in any real-world situation. 	
Course Content	<ol style="list-style-type: none"> 1. Basic Logical Concepts <ol style="list-style-type: none"> 1.1. What Logic Is 1.2. Propositions and Arguments 1.3. Recognizing Arguments 1.4. Arguments and Explanations 1.5. Deductive and Inductive Arguments 1.6. Validity and Truth 2. Fallacies <ol style="list-style-type: none"> 2.1. What Is a Fallacy? 2.2. Classification of Fallacies 2.3. Fallacies of Relevance 2.4. Fallacies of Defective Induction 2.5. Fallacies of Presumption 2.6. Fallacies of Ambiguity 	

2.7. Logic in the Real World

3. Categorical Propositions

3.1. The Theory of Deduction

3.2. Classes and Categorical Propositions

3.3. The Four Kinds of Categorical Propositions

3.4. Quality, Quantity, and Distribution

3.5. The Traditional Square of Opposition

3.6. Further Immediate Inferences

3.7. Existential Import and the Interpretation of Categorical Propositions

3.8. Symbolism and Diagrams for Categorical Propositions

4. Propositional Logic: Methods of Deduction

4.1. Formal Proof of Validity

4.2. The Elementary Valid Argument Forms

4.3. Formal Proofs of Validity Exhibited

4.4. Constructing Formal Proofs of Validity

4.5. Constructing More Extended Formal Proofs

4.6. Expanding the Rules of Inference: Replacement Rules

4.7. The System of Natural Deduction

4.8. Constructing Formal Proofs Using the Nineteen Rules of Inference

4.9. Shorter Truth-Table Technique (STTT)

4.10. Inconsistency

4.11. Conditional Proof

4.12. Indirect Proof

4.13. Sound Arguments and Demonstrative Arguments Distinguished

5. Analogical Reasoning

5.1. Induction and Deduction Revisited

5.2. Argument by Analogy

5.3. Appraising Analogical Arguments

5.4. Refutation by Logical Analogy

6. Causal Reasoning

6.1. Cause and Effect

6.2. Causal Laws and the Uniformity of Nature

6.3. Induction by Simple Enumeration

6.4. Methods of Causal Analysis

6.5. Limitations of Inductive Techniques

7. Science and Hypothesis

7.1. Scientific Explanation

7.2. Scientific Inquiry: Hypothesis and Confirmation

7.3. Evaluating Competing Scientific Explanations

7.4. Classification as Hypothesis

	8. Probability 8.1. Alternative Conceptions of Probability 8.2. The Probability Calculus 8.3. Probability in Everyday Life 8.4. Logic in the Real World						
Textbook(s)	Copi, I. M., Cohen, C., & Rodych, V. (2019). <i>Introduction to logic</i> . Routledge, Taylor & Francis Group.						
Suggested Reading	DeLancey, C. (2017). <i>A concise introduction to logic</i> . Open SUNY Textbooks. Hardy, L., Ratzsch, D., DeYoung, R. K., & Mellema, G. (2013). <i>The little logic book</i> . Calvin College Press. Vaidya, A. J., & Erickson, A. (2011). <i>Logic & critical reasoning: Conceptual foundations and techniques of evaluation</i> . Kendall Hunt.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Mathematical Reasoning		Course Type: Quantitative Reasoning II
Course Code: CGQR-102	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.</p>	
Learning Objectives	<p>After studying this course, students will be able to:</p> <ol style="list-style-type: none"> 1. strengthen their quantitative reasoning skills and apply to daily life problems 2. draw the inferences from the data given in numeric, graphs, tables and functions 3. strengthen their quantitative reasoning skills while making decisions. 4. apply the concepts of functions in social and economic issues and formulate and solve the problems. 5. understand the principal concepts of probability and its applications. 6. demonstrate the application of the learned principles of quantitative reasoning skills in different professional activities, social and natural sciences. 	
Course Content	<ol style="list-style-type: none"> 1. Mathematical Language <ol style="list-style-type: none"> 1.1. Numbers, Puzzles, and Sequences 1.2. Truth-tellers, Liars, and Propositional Logic 1.3. Predicates 1.4. Implications 1.5. Validity of Arguments 2. Thinking Critically <ol style="list-style-type: none"> 2.1. An Introduction to Problem Solving 	

	<p>2.2. Pólya’s Problem-Solving Principles and the Standards for Mathematical Practice of the Common Core State Standards for Mathematics</p> <p>2.3. More Problem-Solving Strategies</p> <p>2.4. Algebra as a Problem-Solving Strategy</p> <p>2.5. Additional Problem-Solving Strategies</p> <p>2.6. Reasoning Mathematically</p> <p>3. Numeration and Computation</p> <p>3.1. Numeration Systems Past and Present</p> <p>3.2. Algorithms for Addition and Subtraction of Whole Numbers</p> <p>3.3. Algorithms for Multiplication and Division of Whole Numbers</p> <p>3.4. Mental Arithmetic and Estimation</p> <p>3.5. Nondecimal Positional Systems</p> <p>4. Decimals, Real Numbers, and Proportional Reasoning</p> <p>4.1. Decimals and Real Numbers</p> <p>4.2. Computations with Decimals</p> <p>4.3. Proportional Reasoning</p> <p>4.4. Percent</p> <p>5. Algebraic Reasoning, Graphing, and Connections with Geometry</p> <p>5.1. Variables, Algebraic Expressions, and Functions</p> <p>5.2. Graphing Points, Lines, and Elementary Functions</p> <p>5.3. Connections between Algebra and Geometry</p> <p>6. Geometric Figures</p> <p>6.1. Figures in the Plane</p> <p>6.2. Curves and Polygons in the Plane</p> <p>6.3. Figures in Space</p> <p>7. Statistics: The Interpretation of Data</p> <p>7.1. Organizing and Representing Data</p> <p>7.2. Measuring the Center and Variation of Data</p> <p>7.3. Statistical Inference</p> <p>8. Probability</p> <p>8.1. The Basics of Probability</p> <p>8.2. Applications of Counting Principles to Probability</p> <p>8.3. Permutations and Combinations</p> <p>8.4. Odds, Expected Values, Geometric Probability, and Simulations</p>
Textbook(s)	<p>Long, C. T., DeTemple, D. W., Millman, R. S. (2015). <i>Mathematical reasoning for elementary teachers</i>. Pearson Education Limited.</p> <p>Ensley, D. E., & Crawley, J. W. (2006). <i>Discrete mathematics: Mathematical reasoning and proof with puzzles, patterns, and games</i>. John Wiley & Sons Inc.</p>
Suggested Reading	<p>Lakins, T. J. (2016). <i>The tools of mathematical reasoning</i>. American Mathematical Society.</p> <p>Epp, S. S. (2011). <i>Discrete mathematics: An Introduction to Mathematical Reasoning</i>. Cengage Learning.</p>

	<p>Eccles, P. J. (2007). <i>An introduction to mathematical reasoning: Numbers, sets and functions</i>. Cambridge University Press.</p> <p>Nickerson, R. S. (2011). <i>Mathematical reasoning: Patterns, problems, conjectures, and proofs</i>. Taylor and Francis Group.</p> <p>English, L. D. (2013). <i>Mathematical reasoning: Analogies, metaphors, and images</i>. Routledge.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Foundations of Education		Course Type: Distribution Course	
Course Code: DCEd-201	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course intends to discuss the ideological foundations of education. Islamic ideology will be discussed in detail. The knowledge of Islamic beliefs will be shared and motivate to transform in practice. The characteristics of an ideal teacher and student will also be highlighted.		
Learning Objectives	After studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the concept of ideological foundations of education 2. Comprehend the Islamic ideology with its details 3. Discuss Islamic Beliefs 4. Explain the characteristics of Islamic Ideology 5. Elaborate the education based on Islamic Ideology 		
Course Content	Concept of Ideological Foundations Need and Its Importance Importance of Ideology Islamic Ideology Islamic Beliefs <ul style="list-style-type: none"> • Concept of Allah • Concept of Messengers (Rusool) • Concept of Angels • Concept of Revealed Books • Concept of Day of Judgment Characteristics of Islamic Ideology <ul style="list-style-type: none"> • Oneness of God (ALLAH) • Unity of Mankind • Equality • Equity and Justice • Peace • Complete Code of Life • Oneness of Religion and World (Deen o Dunya) • Preaching Characteristics of Education based on Islamic Ideology		

	<ul style="list-style-type: none"> • The Ultimate Source of Knowledge is Allah • Knowledge is Not Only Purpose of Life but also Itself Life • Discovery of the Universe • Education is the Source to Enquire Knowledge and Skills • Education for All • Knowledge for Practice • Knowledge for Developing Character and Personality <p>Methods of Teaching of Hazrat Muhammad (PBUH) Characteristics of Teacher Characteristics of Student</p>						
Text Book(s)	Ahmad K. (2012). <i>Islamic ideology of life</i> . Institute of Policy Studies						
Suggested Reading	Hamid, A., Sulayman, A. (1994). <i>Islamization: Reforming contemporary knowledge</i> . International Graphics. Davids, N. (2016). <i>Ethical dimension of Muslim education</i> . Springer International publications.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Assignment/Project/Presentation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Mid Term</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Final Term</td> <td style="text-align: right;">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Islamic Education		Course Type: Distribution Course
Course Code: DCEd-201	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>This course provides an overview of the Islamic Education, Quraan and Sunnah teaching related to education, its characteristics, main themes, and relationship to the prophetic tradition of education, the history and development of Islamic education, thoughts, and movements; understanding of Islamic thoughts and teachings; modern expressions of Islamic education and practices. In the current era, the role of Islamic education is to contribute in upcoming challenges of this century.</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish the basic concepts and modes of Education. 2. Apply the basic concepts of Islamic Education in real life. 3. Analyze history of Islamic Education. 4. Analyze the education system of Pakistan in the light of Islamic tradition of education. 5. Suggest framework for education system of Pakistan in Islamic perspective. 6. Suggest ways to implement Islamic System of Education in current era. 	
Course Content	<ol style="list-style-type: none"> 1. Concept of Education 2. Process of Education/Elements 3. Modes of Education 4. Significance of Education 5. Functions of Education System 6. Concepts of Islamic Education and its objectives 7. Quranic Concept of Education (5 verses) 8. Hadith's Concept of Education (5 Ahadees) 9. Education in Nabavi and Khilafat Period 10. Importance and Scope of Islamic Education 11. Sources of Knowledge in Islamic Perspective 12. Islamization of Education 13. Need and Importance of Islamization 14. Principles of Islamization of Education 	

	<p>15. Perspective of Islamization of Education in modern era (Islmail Al RajiFarooqi, Syed Abula'alaMoududi, Syed Muhammad Qutab, Waheeduddin Khan, Hameedullah Khan)</p> <p>16. Islamization of Education in Pakistan</p> <p>17. Education in Pakistan; Review in Islamic Education Perspective</p>						
Text Book(s)	<p>Al-Faruqi, I. R. (1982). <i>Islamization of Knowledge</i>. IIIT.</p> <p>Ahmad, K. (2012). <i>Islamic ideology of life</i>. Institute of Policy Studies.</p>						
Suggested Reading	<p>Ahmad, K. (2012). <i>Islamic ideology of life</i>. Institute of Policy Studies.</p> <p>Al-Faruqi, I. R. (1982). <i>Islamization of Knowledge</i>. IIIT.</p> <p>Dauids, N. (2016). <i>Ethical dimension of Muslim education</i>. Springer International publications.</p> <p>Hamid, A., Sulayman, A. (1994). <i>Islamization: Reforming contemporary knowledge</i>. International Graphics.</p> <p>Hamidullah, M. (1988). <i>Khutbaat-e-Bahawalpur</i>. Hafiz Book Depot</p> <p>Khan, M. S. (1987). <i>Islamic education</i>. Republican Books.</p> <p>Moudoodi, S. A. (1973) <i>Taleemaat</i>, Islamic Publications.</p> <p>Moudoodi, S. A. (2017). <i>Islamic culture: Principles and fundamentals</i>. Institute of Policy Studies.</p> <p>Qutab, S. M. (1963). <i>Ma'alimfi'l-tareeq</i> [Jada o Manzil], Islamic Publications Ltd.</p> <p>Rizavi, S. S. (1986). <i>Islamic philosophy of education</i>. Institute of Islamic Culture.</p> <p>Saleem, S. M. (1981). <i>Maghrabifalsaf-e-taleemkatanqeedimutalia</i>. IdaraTaleemiTehqeeq.</p> <p>Saleem, S. M. (1989) <i>Musalmankhawateenkideeni or ilmikhidmaat</i>. IdaraTaleemiTehqeeq.</p> <p>Siddiqui, B. H. (1986). <i>Education: An Islamic perspective</i>. National Academy of Higher Education.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education
Course Title: Economics of Education	Course Type: Distribution Course
Course Code: DCEd-204	Credit Hours: 3
Duration: 16 Weeks	
Introduction	This course is designed to provide an insight about the various aspects of economics education. It applies the theory and principles of economics in education. It discusses the role of education in development of the economy of the country. It explores the issues of capital development, gender, race, equality, equity and financing in education at elementary, secondary, higher secondary and higher education. Emphasis is placed on individual and social choices in education.
Learning Objectives	After studying the course students will be able to: <ul style="list-style-type: none"> 6. Describe the basic concepts of education. 7. Identify basic concepts of economics of education. 8. Identify dynamics of economics of education. 9. Analyze the resources provision and result orientation in education 10. Analyze different models in economics of education
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Introduction to concept of Economics 3. Introduction to concept of education 4. Role of education in society 5. Introduction to Economics of Education 6. Significance of Economics of Education 7. Education and Economy 8. Means of Earning 9. Returns of Education (Private & Social) 10. Investment in Education <ol style="list-style-type: none"> 10.1. Role of Education in the Economic Development of a Country 10.2. Education and Human Capital 10.3. Education and Development of Science & Technology 10.4. Resources for Education 10.5. Education Market Choices and Incentives 10.6. Supply and Demand in Education 11. Economic Approaches to educational institutions 12. Education Policy and Economics in Pakistan <ol style="list-style-type: none"> 12.1. Five years Plans and economic in Pakistan 12.2. Monetary & Non Monetary Incentives for Educational Attainment

	12.3. Performance, incentives for teachers and educational administrators
Text Book(s)	Enaohwo, J. (1990). <i>Economics of education and the planning challenge</i> . Anmol Publications. Belfield, C. R. (2000) <i>Economic principles for education: Theory and evidence</i> . Edward Elgar Publishing Inc.
Suggested Reading	Blaug, M. (1970). <i>An introduction to the economics of education</i> . Penguin Books. Borjas, G. J. (2000). <i>Labor Economics</i> (2nd ed.). Irwin Mcgraw-Hill. Brewer, D., Hentschke, G., Eide, E., Nayfack, M., &Kuzin, C. A. (2008). The Role of Economics in Education Policy Research. In H. Ladd, & E. Fiske (Eds.), <i>Handbook of Research in Education Finance and Policy</i> . Routledge. Gruber, J. (2005). <i>Public Finance and Public Policy</i> . Worth Publishers. Hanushek, E. A. (1986). The economics of schooling: Production and efficiency in public schools. <i>Journal of Economic Literature</i> , 24(3), 1141-1177. Krueger, A. (1998). Reassessing the View that American Schools Are Broken. <i>Federal Reserve Bank of New York Economic Policy Review</i> , 4(1), 29-43. Rice, J. K., & Schwartz, A. E. (2015). Toward an Understanding of Productivity in Education (2nd ed.). in H. F. Ladd, & M. E. Goertz (Eds.), <i>Handbook of Research in Education Finance and Policy</i> (pp. 125-140). Taylor and Francis. Rosen, H.S. (2005). <i>Public finance</i> (7th ed.). McGraw-Hill Irwin. Sheehan, J. (1973). <i>The economics of education</i> . George Allen & Unwin Ltd.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Politics of Education		Course Type: Distribution Course
Course Code: DCEd-206	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course provides students with an understanding of the factors that shape educational policy with an emphasis on government structures, stakeholders, public engagement, current policy issues and national and global political contexts. It discusses political theories and their influences in education. It overviews educational policies and impact of world politics in education.	
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Describe the concept of education. 2. Describe the role of politics in education. 3. Identify the impact of politics and political theories in education. 4. Analyze the educational policies and its development process. 5. Critically evaluate the role/agenda of funding agencies in education in Pakistan. 6. Critically review educational policies of Pakistan. 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Relationship between Politics & Education <ol style="list-style-type: none"> 2.1. Education and Politics 2.2. Political Parties and Education (PPP, PMLN, PTI, JI) 2.3. Pressure Groups and Education (NGOs, Religious Pressure Groups, Teachers Organizations, Tanzeem e Asatiza) 2.4. Ethnic Groups and Education 2.5. Politics as Metric of Education 2.6. Education as a Function of Politics 3. Concept of Politics <ol style="list-style-type: none"> 3.1. Political Theories & Education <ol style="list-style-type: none"> 3.1.1. Capitalism 3.1.2. Marxism 3.1.3. Postmodernism 3.1.4. Islamic 4. Development of Education in Pakistan: Political Influences <ol style="list-style-type: none"> 4.1 Development of Education Policies in eras <ol style="list-style-type: none"> 4.1.1. 1947-1958 4.1.2. 1959-1970 4.1.3. 1971-1977 4.1.4. 1978-1988 	

	<p>4.1.5. 1989-1999 4.1.6. 2000-2008 4.1.7. 2008-2018 4.1.8. 2018- onward</p> <p>5. Education and World Politics 5.1. Education and World Movements 5.2. UNESCO (SDGS & MDGS) 5.3. UNICEF 5.4. World Bank 5.5. Asian Development Bank 5.6. OIC 5.7. USAID 5.8. GIZ 5.9. JICA 5.10. DFID 5.11. AUSAid</p> <p>6. Aspects of Politics of Education 6.1. Politics of Qualitative Aspect of Education 6.2. Politics of Quantitative Aspect of Education</p>
Textbook(s)	<p>Shami, P. A. (2010). <i>Education in Pakistan: Politics and policy formulation</i>. National Book Foundation.</p> <p>Siddiqui, S. (2016). <i>Education policies in Pakistan: Politics, projections and practices</i>. Oxford University Press.</p>
Suggested Reading	<p>Commission of National Education. (2012). <i>Report of Commission on National Education</i>. Provincial Government Department.</p> <p>Government of Pakistan. (1969). <i>Proposal for a new education policy</i>. Ministry of Education and Scientific Research.</p> <p>Government of Pakistan. (1947). <i>Proceedings of the Pakistan educational conference</i>. Ministry of Interior (Education Division).</p> <p>Government of Pakistan. (1959). <i>Report of the commission on national education</i>. Ministry of Education.</p> <p>Government of Pakistan. (1972). <i>The education policy 1972-80</i>. Ministry of Education.</p> <p>Government of Pakistan. (1979). <i>National education policy and implementation programme 1979</i>. Ministry of Education.</p> <p>Government of Pakistan. (1992). <i>National educational policy</i>. Ministry of Education.</p> <p>Government of Pakistan. (1998). <i>National education Policy 1998-2010</i>. Ministry of Education.</p> <p>Government of Pakistan. (2009). <i>National education policy</i>. Ministry of Education.</p> <p>Khalid, S. M. (1995). <i>Qoumi Taleemi Policy 1992-2002</i>. Institute of Policy Studies.</p> <p>McDonnell, L. M. (2009). Repositioning politics in education's circle of knowledge. <i>Educational Researcher</i>, 38(6), 417-427.</p> <p>Mintrom, M. (2001). Educational governance and democratic practice. <i>Educational Policy</i>, 15(5), 615-643.</p> <p>Moe, T. (2000). The two democratic purposes of education. In L. M. McDonnell, P. M. Timpane, R. Benjamin, & K. S. Lawrence, (Eds.),</p>

	<p><i>Rediscovering the democratic purposes of education.</i> University of Kansas Press.</p> <p>Plank, D. N., & Boyd, W. L. (1994). Anti-politics, education and institutional choice: The flight from democracy. <i>American Educational Research Journal</i>, 31(2), 263-281.</p> <p>Sandra, T., Rizvi, F., Lingard, B., & Henry, M. (1997). <i>Educational policy and the politics of change.</i> Routledge.</p> <p>Siddiqui, S. (2012). <i>Education, inequalities, and freedom: A sociopolitical critique.</i> Narrative Publications.</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>	
Evaluation Criteria	<p>Assignment/Project/Presentation</p> <p>Mid Term</p> <p>Final Term</p>	<p>25%</p> <p>35%</p> <p>40%</p>

**Institute of Education and Research,
University of the Punjab,
Lahore.**

Program	BS Education	
Course Title	History of Education in Pakistan	
Course Code:	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>The aim of this course is to develop an understanding of the history of education from the time of the Muslim rulers of the subcontinent to the current education system in Pakistan. It discusses the sub continental and post-independence periods of education. The course unfolds the works of individuals and organizations that provide religious and secular education. This course will focus on history of education policies, plans and their salient features in Pakistan</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Identify the features of primitive education system of sub-continent and pre-independence period. 3. Analyze the development of education in Pakistan. 4. Analyze the educational issues in Pakistan. 5. Compare the pre-partition education system with the post partition system of education. 6. Analyze different education policies in Pakistan. 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. History of Education in Sub-continent <ol style="list-style-type: none"> 2.1. Education in Hindu period 2.2. Education in Budh period 2.3. Education in Muslim period 2.4. Education in British period 2.5. Muslim education movements in British period <ol style="list-style-type: none"> 2.5.1. Nadwatul Ulama and its salient features 2.5.2. Ali Garh Movement and its salient features 2.5.3. Jamia Millia Islamia and its salient features 3. History of Education Policies Development and its Salient Features in Pakistan <ol style="list-style-type: none"> 3.1. 1st Education Conference 1947 (Message from Quaid i Azam and Objectives of Education) 	

- 3.2. Sharif Commission 1959 (Teacher Education, Educational Evaluation)
- 3.3. New Education Policy 1970 (Primary Education, Secondary Education)
- 3.4. National Education Policy 1972-1980 (Nationalism, Distance Education, Adult Education)
- 3.5. National Education Policy 1979 (Islamic Education, Special Education, Privatization of Education)
- 3.6. National Education Policy 1992 (Literacy, Early Childhood Education)
- 3.7. National Education Policy 1998-2010 (Technical and Vocational Education, Madrasa Education)
- 3.8. Education Sector Reforms 2001 (Globalization, Women Education)
- 3.9. National Education Policy 2009 (Quality Education, Globalization of Education)
- 3.10. National Education Policy 2017 (Inclusive Education, Assessment and Examination System)
- 3.11. Education Policy 2021 (Single National Curriculum, Religious Education)

4. History of Education Plans in Pakistan and its Salient Features
(with regard to Primary Education, Secondary Education, Higher Secondary, Higher Education, Teacher Education, Technical Education and Special Education)

- 4.1. Six Years Plan for Education 1951-57
- 4.2. First five Years Plan 1955-60
- 4.3. Second Years Plan 1960-65
- 4.4. Third Years Plan 1965-70
- 4.5. Fourth Years Plan 1970-75
- 4.6. Fifth Years Plan 1978-83
- 4.7. Sixth Years Plan 1983-88
- 4.8. Seventh Years Plan 1988-93
- 4.9. Eight Years Plan 1993-98
- 4.10. Ninth Years Plan 1998-2003
- 4.11. Tenth Years Plan 2010-2015

5. History of Institutional Development in Pakistan

	<p>5.1. University Grants Commission(UGC) of Pakistan</p> <p>5.2. Higher Education Commission (HEC) of Pakistan</p> <p>5.3. Quaid i Azam Academy of Educational Development (QAED)</p> <p>5.4. National Curriculum Bureau</p> <p>5.5. Punjab Curriculum and Textbook Board (PCTB)</p> <p>5.6. National Education Assessment System (NEAS)</p> <p>5.7. Punjab Examination Commission (PEC)</p> <p>5.8. Institute of Education and Research (IER)</p>
Textbook(s)	Siddiqui, S. (2007). <i>Rethinking education in Pakistan: Perceptions, practices and possibilities</i> . Paramount Publishing Enterprise.
Suggested Reading	<p>Al-Attas, M. N. (Ed.) (1979). <i>Aims and objectives of Islamic education</i>. King Abdul Aziz University.</p> <p>Brubacher, J. S. (1987). <i>Modern philosophies of education</i>. TATA McGraw Hill Publication Co.</p> <p>Commission of National Education. (2012). <i>Report of Commission on National Education</i>. Provincial Government Department.</p> <p>Farooq, R.A.(1993). <i>Education system in Pakistan: Issues and problems</i>. Asia Society for Promotion of Innovation and Reform in Education.</p> <p>Government of Pakistan. (1969). <i>Proposal for a new education policy</i>. Ministry of Education and Scientific Research.</p> <p>Government of Pakistan. (1947). <i>Proceedings of the Pakistan educational conference</i>. Ministry of Interior (Education Division).</p> <p>Government of Pakistan. (1959). <i>Report of the commission on national education</i>. Ministry of Education.</p> <p>Government of Pakistan. (1972). <i>The education policy 1972-80</i>. Ministry of Education.</p> <p>Government of Pakistan. (1979). <i>National education policy and implementation programme 1979</i>. Ministry of Education.</p> <p>Government of Pakistan. (1992). <i>National educational policy</i>. Ministry of Education.</p> <p>Government of Pakistan. (1998). <i>National education Policy 1998-2010</i>. Ministry of Education.</p> <p>Government of Pakistan. (2009). <i>National education policy</i>. Ministry of Education.</p> <p>Iqbal, M. (2011). <i>Education in Pakistan: Developmental milestones</i>. Paramount Publishing Enterprise.</p> <p>Iqbal M., (1999). <i>The Reconstruction of Religious thought in Islam</i>, Lahore: Shaikh Muhammad Ashraf.</p> <p>Iqbal, M., (1993). <i>Education in Pakistan</i>, Aziz Publishers, Karachi Pakistan</p> <p>Ishtiaq Q. H. (1999). <i>Education in Pakistan</i>, Bureau of Composition, Compilation and Translation, University of Karachi</p> <p>Moore, R. (2004). <i>Education and society: Issues and explanation in the society of education</i>. Cambridge Press.</p>

	<p>Naseem J. Q. (1990). <i>Problems of education in Pakistan</i>, Royal Book Company.</p> <p>Nehal A. (2004). <i>Dictionary of secondary education</i>. A.P.H. Publishing Corporation.</p> <p>Quddus, N. (1990). <i>Problems of education in Pakistan</i>. Royal Book Company.</p> <p>Qureshi, M. A. (1983). <i>Some aspects of Muslim education</i>. Universal Books.</p> <p>Shahid R. M. (1992). <i>The system of education in Pakistan</i>, National Book Foundations..</p> <p>Siddiqui, S. (2009). <i>Educational policies in Pakistan</i>. Oxford University Press.</p> <p>Siddiqui, S. (2012). <i>Education, inequalities, and freedom: A sociopolitical critique</i>. Narrative Publications.</p> <p>Siddiqui, S. (2017). <i>Education policies in Pakistan</i>. Times Press Pvt. Ltd.</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Civic Education		Course Type: Distribution Course
Course Code: DCEd-207	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>This course aims at equipping students with the necessary knowledge and skills in the development of civic values, personal character, and positive citizenship in socio-political life. The course will emphasize to build up civic skills such as: tolerance, respecting the rights of others, multi-ethnic perspectives, problem solving, moral and value decisions, and rational decisions through socio-political participation of Pakistani citizens. Personal resilience in dealing with difficulties, and objectivity in understanding the complex socio-political and citizenship issues in Pakistan.</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Identify the role of education in promoting civic values, democracy, and character building. 3. Suggest ways to develop civic sense among Pakistani people. 4. Critically review the law-and-order situation in Pakistan. 5. Analyze the application of universal declaration of human rights in Pakistan. 6. Analyze the role of education in enhancing youth empowerment. 7. Critically review the role of democracy in our political system. 	
Course Content	<p>1. Introduction to Education 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Introduction and scope of Civic Education 3. Values 3.1. Concept of Values & their sources 3.2. Importance of values 3.3. Factors affecting values 3.4. Role of education in promoting values 4. Citizenship 4.1. Concept of citizenship and citizenship education 4.2. Goals of citizenship education 4.3. Duties and obligations of citizen 4.4. Local and global civic problems 5. Human Rights 5.1. Concept of Human Rights and its Characteristics 5.2. Nature of human rights 5.3. Orientation of Universal Declaration of Human Rights (UDHR) 5.4. Limitations to the exercise of human rights</p>	

	<p>5.5. Role of education in protecting human rights</p> <p>6. Law and Order</p> <p>6.1. Definition and features of law and order</p> <p>6.2. Importance of law and order in society</p> <p>6.3. Importance and features of rule of law</p> <p>6.4. Meaning, types and roles of Law and order Institutions</p> <p>7. Interpersonal Relations</p> <p>7.1. Concept and types of inter-personal relationships</p> <p>7.2. Skills that promote inter-personal relationships</p> <p>8. Youth Empowerment</p> <p>8.1. Concept of youth empowerment</p> <p>8.2. Importance and benefits of youth empowerment</p> <p>8.3. Role of Education in youth empowerment</p> <p>9. Democracy, Rule of Law and National Development</p> <p>9.1. Concept, types and characteristics of democracy</p> <p>9.2. Importance of democracy</p> <p>9.3. Limitations of democracy</p> <p>9.4. Democracy in Pakistan</p> <p>9.5. Rule of law and national development, good governance, employment creation and poverty alleviation</p> <p>Community Service</p> <p>10. Concept and importance of community service</p> <p>11. Examples/Case studies of community service projects related to education</p> <p>11.1. Akhuwat Trust</p> <p>11.2. Al-Khidmat Foundation</p> <p>11.3. The Citizen Foundation (TCF)</p> <p>11.4. Ghazali Education Trust ((GET)</p> <p>11.5. Association For Academic Quality (AFAQ)</p>
Textbook(s)	<p>Arthur, J., Davies, I., & Hahn, C. (Eds.). (2008). <i>Sage handbook of citizenship education and democracy</i>. Sage.</p> <p>Bradley C.S. Watson, B. C. S. (2005). <i>Civic Education and Culture Hardcover</i>. Intercollegiate Studies Institute.</p>
Suggested Reading	<p>Bauman, Z. (2007). <i>Liquid times: Living in an age of uncertainty</i>. Polity.</p> <p>Butin, D. (Ed.). (2008). <i>Service-learning and social justice education: strengthening justice-oriented community based models of teaching and learning</i>. .</p> <p>Lai, K. H. (2010). Building students' total learning experience through integrating service-learning into the teacher education curriculum. In J. Xing & C. Ma. (Eds.), <i>Service learning in Asia: Curricular models and practices</i> (pp. 47-61). Hong Kong University Press.</p> <p>Layder, D. (2004). <i>Social and personal identity: Understanding yourself</i>. Sage Publications.</p> <p>Mckay, M., & Patrick, F. (2000). <i>Self-esteem</i> (3rd ed.). New Harbinger Publication, Inc.</p> <p>Olssen, M., Codd, J., & O'Neill, Anne-Marie (2004). <i>Education policy: Globalization, citizenship & democracy</i>. Sage Publication.</p> <p>Robbins, S. P., & Hunsaker, P. L. (2003). <i>Training in interpersonal skill</i> (3rd ed.). New Jersey: Prentice Hall.</p>

Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Assignments	Summary writing Mini projects Term papers Presentation						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Media Education		Course Type: Distribution Course
Course Code: DCEd-208	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course gives an overview of media education, types of media, media skills, media effect on education and society. It discusses the impact of media war on society.	
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Analyze the impact of media on lifestyle of people in Pakistan. 3. Suggest ways to overcome the negative impact of media on society. 4. Review the application of code of ethics in media. 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Introduction to Media and Education <ol style="list-style-type: none"> 2.1. Concept of media and its importance 2.2. Media Education: Prophetic Role 2.3. Education & Media as the Pillar of the State 2.4. Objectives of Modern Media & Education 3. Types of Media <ol style="list-style-type: none"> 3.1. Missionary Journalism & Corporate Journalism 3.2. Print Media & Education 3.3. Electronic Media & Education 3.4. Social Media & Education 3.5. Public Relation & Marketing of Education 4. Media Skills <ol style="list-style-type: none"> 4.1. Column & Article Writing 4.2. Book Review Writing 4.3. Language use in Media 4.4. Role of Educationist in Media 4.5. Preparation of Special Edition on Education 4.6. Preparation of Talk Shows on Education 4.7. Media Campaign on Education 5. Media Effect <ol style="list-style-type: none"> 5.1. Propaganda & Its Remedy 5.2. Effects of Media on Education 6. Media and Ethics <ol style="list-style-type: none"> 6.1. Code of Ethics 6.2. Psychological Warfare 	

Textbook(s)	<p>Buckingham, D. (2013). <i>Media education: Literacy, learning and contemporary culture</i>. John Wiley & Sons.</p> <p>Singh, U. K., &Sudarshan, K. N. (1996). <i>Media education</i>. Discovery Publishing House.</p>	
Suggested Reading	<p>Aydarova, S. H., Giniyatullina, L. M., Sagdieva, R. K., Husnutdinov, D. H., Mirzagitov, R. H., &Gabidullina, F. I. (2017). Models of media education in teaching Tatar language. <i>Revista ESPACIOS</i>, 38(60), 6.</p> <p>Bazalgette, C. (Ed.). (2010). <i>Teaching media in primary schools</i>. Sage.</p> <p>Martín, A. G., & Tyner, K. (2012). Media education, media literacy and digital competence. <i>Comunicar. Media Education Research Journal</i>, 20(1), 31-39.</p> <p>Strasburger, V. C. (2010). Media education. <i>Pediatrics</i>, 126(5), 1012-1017.</p> <p>Mohanty, P. (1992). <i>Mass media and education</i>. Ashish Publishing House.</p> <p>Bukhari, A. Z. (2006). <i>Mass media and methods of education</i>. Anmol Publications Pvt. Ltd.</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Science, Technology, and Society		Course Type: Distribution Course
Course Code: DCEd-209	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course gives an overview of Science, Technology, and Society. It discusses the impact and revolutions brought by science and technology in the society.	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. understand science as a sociocultural product in specific historical context; 2. Exposed to philosophical, historical, and sociological perspectives on science and technology to look at science as practice deeply embedded in culture and society. 3. comprehend the dynamic nature of the relations between wider cultural practices, on the one hand, and, scientific practices, on the other in a comparative analytical framework. 4. understand to the perspectives on the relations between science and technology, on the one hand, and, science, technology, and society, on the other. 5. Equip with a theoretical understanding indispensable for an in-depth study of science society dynamics. 	
Course Content	<ol style="list-style-type: none"> 1. General Concepts and Historical Events in Science, Technology, and Society <ol style="list-style-type: none"> 1.1. intellectual Revolutions That Dened Society 1.2. Science, Technology, and Nation-building 1.3. Indigenous Science and Technology 2. Science as Culture <ol style="list-style-type: none"> 2.1. Methods of Science: Issues and Perspectives. 2.2. Social Context of Production of Scientific Knowledge. 2.3. Demarcation, Autonomy and Cognitive Authority of Science. 2.4. Challenges: Cognitive, Legal, Ethical, Feminist, and Ideological. 2.5. Discussion and Forum. 3. Science, Technology, and Society and the Human Condition <ol style="list-style-type: none"> 3.1. Human Flourishing 3.2. Technology as a Way of Revealing 3.3. The Good Life 3.4. When Technology and Humanity Cross 4. Society and Culture: Resources and Legitimation of Knowledge: <ol style="list-style-type: none"> 4.1. Social Legitimation. 4.2. Meanings, Interests, Values, and the Modern State. 4.3. Discussion and Forum. 5. Specific Issues in Science, Technology, and Society <ol style="list-style-type: none"> 5.1. The Information Age 	

	<p>5.2. Biodiversity and the Healthy Society 5.3. Genetically Modified Organisms: Science, Health, and Politics 5.4. The Nano World 5.5. The Aspects of Gene Therapy 5.6. Climate Change</p> <p>6. New Ethical Codes for New Technologies 6.1. Responses of the Civil Society. 6.2. Discussion and Forum.</p> <p>7. Science: From Public Resource to Intellectual Property 7.1. Changing Context of the Production of Knowledge. 7.2. The Intellectual Property Rights Regime.</p>						
Textbook(s)	Seraflca, J. P. J., Pawllen, G. T., Casllb, B. N. Jr., & Alata, E. J. P. (2018). <i>Science, technology, and society</i> . Rex Book Store						
Suggested Reading	<p>Chalmers, A. F. (2013). What is this thing called science? Hackett Publishing.</p> <p>T.S. Kuhn (1970) The Structure of Scientific Revolutions. Chicago: Chicago University Press</p> <p>D. Oldroyd (1986) The Arch of Knowledge: An Introductory Study of the Philosophy and Methodology of Science. New York and London: Methuen.</p> <p>D. Bloor (1991) Knowledge and Social Imagery. Chicago: The University of Chicago Press</p> <p>M. Biagioli ed., (1999) The Science Studies Reader. N e w Y o r k: R o u t l e d g e.</p> <p>L. Daston (1995) &#39;The Moral Economy of Science&#39;;, Osiris, 10: 3-24. 8. R.K. Merton (1973)</p>						
Teaching/Learning Strategies	<p>Lecture Discussion Cooperative Learning Class activities Applied Projects</p>						
Assignments	<p>Summary writing Mini projects Term papers Presentation</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Art, Craft, and Calligraphy		Course Type: Distribution Course
Course Code: DCEd-210	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>Art, Crafts & Calligraphy course, is designed for teachers who will teach this subject at the elementary level. Content of the course is mainly drawn from the national Arts Curriculum designed for elementary schools. This will facilitate the teachers to enhance their understanding and skills for the subject which will be essential for them to have in order to become an effective elementary school teacher. Besides drawing content from elementary school curriculum, various topics have been included keeping in mind the advance knowledge and skills that a teacher needs to have to effectively implement the curriculum. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.</p> <p>In this course participants will be introduced to a variety of media through two-dimensional and three-dimensional approaches to create and respond to visual arts. Through this course participants will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the elements of art and design with an emphasis on colour and composition. Participants will develop technical skills and personal style. A variety of subject matter will be exploring e.g. still life, interior/exterior, landscape and the figure. The craft section participants will explore various approaches to clay construction, while applying the elements and principles of design to create three-dimensional form. Emphasis will be on hand building methods. Various decorating techniques will be stressed with greater opportunity to apply creative and critical thinking skills to their forms e.g. carving, etching, texture in 2D and 3D structures etc.</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 6. Use tools and materials in art more skillfully 7. Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher 8. Recognize and appreciate artists, art styles, and artwork 9. Reflect and participate in art critiques as a critic and as an artist 10. Initiate independent projects that allow personal interpretation and self-expression 11. Identify links between art and other school subjects. 	
Course Content	<p>8. Introduction to Arts, Crafts & Calligraphy</p> <ol style="list-style-type: none"> 1.1. What are Arts, Crafts and Calligraphy? 1.2. The Role of teacher in teaching art 	

- 1.3. Influence of the arts in children's development
- 1.4. Calligraphy- The Emergence of Islamic calligraphy
- 1.5. Ceramics and Sculpture
- 1.6. Puppetry in Pakistan

9. History and Culture

- 9.1. Indus Civilizations
- 9.2. Exploration of history through a museum visit
- 9.3. Art and Architecture (From Indus to Mughal)
- 9.4. Islamic Art and Calligraphy (Introduction of art, craft and calligraphy / origin from Persian Artist and their Calligraphy)
- 9.5. Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Rami, Zahoor-ul-Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul Gee, Aslam Kamal)
- 9.6. Review of this unit

10. History and Culture

- 10.1. Introduction to Cubism Understand the Cubism
- 10.2. Pakistani Artist's (Worked in Realism e.g. Shakira Ali and Mansoor Rahi)
- 10.3. Introduction about Realism
- 10.4. Pakistani Artist's work in Realism (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on Activities
- 10.5. Abstraction
- 10.6. Origin and History of Abstract Art
- 10.7. Explore the work of Pakistani Artists in abstract
- 10.8. (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqsood, Hameed Ali)
- 10.9. Hands on Activities
- 10.10. Indigenous Art
- 10.11. Pottery, Ceramics, Textile etc. Hands-on Activities
- 10.12. Art Across the Curriculum
- 10.13. Ideas to integrate art with languages, science, social studies, mathematics etc.
- 10.14. Teachers will be facilitated to learn how illustrations, drawings and craftwork can be used to understand and express the concept of science, mathematics, social studies and skills in languages
- 10.15. Hands on Activities and Conclusion

11. Elements of Art & Principle of Design

- 11.1. Understanding elements of art (line, shape, color, texture, space, and volume)
- 11.2. The importance of lines and its use in artwork
- 11.3. Kinds of lines
- 11.4. Use of Colors (Color Wheel, Tints, Tones and Shades)
- 11.5. Use of space and value in 2D and 3D art Texture (Natural and Man-made)
- 11.6. Introduction of Principles of Design (Unity, Variety, Balance, Contrast, Emphasis, Pattern and Proportion)
- 11.7. Drawing/ Technique of rendering
- 11.8. Still Life
- 11.9. Painting

	<p>11.10. Printing</p> <p>11.11. Pattern Making</p> <p>11.12. Shapes- Organic and Geometrical Shapes</p> <p>11.13. Sculpture</p> <p>11.14. Landscape</p> <p>11.15. Stick Drawing</p> <p>11.16. What is Assessment in Art Curriculum?</p> <p>11.17. How and why, we assess Creativity.</p> <p>11.18. Review the Recommendations proposed in the national curriculum grades</p> <p>11.19. Design Rubric/ Checklist for Portfolio</p> <p>11.20. Conclusion and Review of whole unit</p> <p>11.21. Set criteria for Presentation/ Display/ Peer and Self-Assessment etc</p>						
Textbook(s)	<p>Barnes, R. (2002). Teaching art to young children 4-9: New York: Routledge.</p> <p>Brelsford, T. (2005). The Arts and the Creation of Mind. International Journal of Practical Theology, 9(1), 160.</p> <p>Eisner, E. W. (2002). The Arts and the Creation of Mind: Yale University Press.</p> <p>Lancaster, J. (2002). Art in the primary school: Routledge.</p> <p>Jenkins, P. D. (1980). Art for the fun of it: A guide for teaching young children: Simon and Schuster.</p> <p>Gentle, K. (1993). Teaching painting in the primary school. UK: Continuum International Publishing Group.</p> <p>Dowling, M. M. (1992). Education 3-5. UK: SAGE.</p> <p>Matthews, J. (1994). Helping children to draw and paint in early childhood: Children and visual representation. 0-8 Series, Series Editor Tina Bruce. London: Hodder & Stoughton.</p>						
Suggested Reading	<p>Gura, P. (1996). Resources for Early Learning: Children, Adults and Stuff. London: Hodder & Stoughton.</p> <p>Tambling, P. (1990). Performing arts in the primary school: Basil Blackwell.</p> <p>Fisher, R. (1991). Teaching juniors. UK: Blackwell.</p> <p>Vandal, S. (2004). Art Education in Pakistan: A case study of bringing art to school children at the informal level.</p> <p>Vandal, S. (2004). Art Education in Pakistan: A case study of bringing art to school children at the informal level, UNESCO Regional Expert Symposium on Arts Education in Asia, Hong Kong.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Child Development		Course Type: Distribution Course
Course Code: DCEd-211	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>The primary focus of this course is learning about children in order to become an effective teacher. It provides Student Teachers with an overview of child development and growth as a holistic process. The latest research and thinking about the conditions that affect children’s learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Student Teachers will form their own child development theories. Implications of child development theory for schools, teachers, and society will be considered. Student Teachers will be provided with real experiences to study and observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable Student Teachers to create learning environments that suit the needs of an individual child as well as children in general.</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. describe major theories and themes about how children develop 2. compare the characteristics of various developmental stages according to different theorists 3. identify factors influencing the learning process 4. design age-appropriate teaching methods based on developmental theory 5. identify individual differences of students and children with special needs 6. reflect on their conceptions about child development and its implications for teaching and learning 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to child development <ol style="list-style-type: none"> 1.1.Overview of growth and development 1.2.Psychosocial models 1.3.Behaviorism and socio-cultural model 1.4.Cognitive models 1.5.Factors that affect the child: Key issues and controversies 1.6.Approaches to classroom development 2. Early childhood development <ol style="list-style-type: none"> 2.1.Unit introduction: Infant development 2.2.The three domains of toddler development 2.3.Developmentally appropriate practices for toddlers 2.4.The three domains of preschool child development 2.5.Developmentally appropriate practices for preschool child development 	

2.6. Unit review

3. Primary school-age child development

- 3.1. Introduction to primary school-age child development
- 3.2. Aspects of physical development
- 3.3. Encouraging healthy physical development
- 3.4. Cognitive development: Overview and Piaget's concrete operational theory
- 3.5. Cognitive development: Industriousness and intelligences
- 3.6. Emotional development
- 3.7. Social development: Changes and parental roles
- 3.8. Social development: Peer interaction, friendship, and growth
- 3.9. Utilizing play in the classroom
- 3.10. Teacher's influence on student motivation and unit conclusion

4. Adolescence and development

- 4.1. Introduction and overview of physical development
- 4.2. Social and emotional development I: Erikson and development of self-identity
- 4.3. Social and emotional development II: The adolescent peer group
- 4.4. Social and emotional development III: Motivation and self-regulation
- 4.5. Cognitive and linguistic development I: Piaget
- 4.6. Cognitive and linguistic development II: Vygotsky
- 4.7. Cognitive and individual differences
- 4.8. Conclusion and review

5. Differences in classrooms: Developmental variation and special needs

- 5.1. Differences in student learning and performance strengths
- 5.2. Child development review I
- 5.3. Child development review II
- 5.4. Recognizing disability and learning disorders I: Emotional and behavioural
- 5.5. Recognizing disability and learning disorders II: Language, physical, and sensory
- 5.6. Cognitive differences: Delays and giftedness
- 5.7. Addressing special needs in the classroom: Differentiated instruction
- 5.8. School resources and support services for special-needs students
- 5.9. Reflection and review

6. Teachers, family, schools, and society

- 6.1. The role of the nuclear and extended family
- 6.2. Role of community, culture, and society within families
- 6.3. Role of culture and society: Gender balance
- 6.4. Role of culture and society: Influence of media
- 6.5. Role of school, peers, and teachers
- 6.6. Teachers' influence on child development
- 6.7. Schools, families, and communities as partners in child development
- 6.8. Unit review
- 6.9. Course reflection and review

Textbook(s)	<p>S. Bredekamp and C. Copple (eds.), <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8</i> (Washington, DC: National Association for the Education of Young Children, 1999).</p> <p>C. Howes and S. Ritchie, <i>A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom</i> (New York: Teachers College Press, 2002).</p>	
Suggested Reading	<p>C. Howes, <i>Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care</i> (New York: Teachers College Press, 2012).</p> <p>Laurence Steinberg, <i>Adolescence</i>, 9th ed. (New York: McGraw-Hill, 2011).</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: School Management		Course Type: Major Course of Education	
Course Code: MCEd-306	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course discusses the concepts, skills, and attributes related to educational management. It gives overview of historical development of management, educational policies, and educational management.		
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Critically evaluate the historical development of management. 3. Analyze the functions of educational management. 4. Suggest a best management model for educational management. 5. Identify challenges in governance and suggest ways to improve the governance in Pakistan. 		
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 1.5. Concept of Educational Management 1. Organizational and Administrative structure <ol style="list-style-type: none"> 1.1. Concept of organization 1.2. Concept of Educational organizations 1.3. Definition of management and administration 1.4. Differences between educational management and educational administration. 2. Historical Development of Management <ol style="list-style-type: none"> 2.1. System Theory (Bertalanffy Ludwig Won) 2.2. Administrative Management Theory (Henry Fayol) 2.3. Bureaucratic Management Theory (Max Weber) 2.4. Scientific Management (Fredrick Tayler) 2.5. Theory X & Y (Duglus Mc. Gregor) 2.6. Human Relations Theory (Elton Mayo) 2.7. Contingency Theory (Fred Fiedler) 2.8. Instructional Supervision & Leadership 3. Functions of Educational Management <ol style="list-style-type: none"> 3.1. Planning 3.2. Organizing 3.3. Staffing 3.4. Directing 3.5. Coordinating 3.6. Reporting 3.7. Budgeting 		

	<p>4. Educational Policies and Educational Management</p> <p>4.1. First Education Conference 1947 4.2. Sharif Commission 1959 4.3. New Education Policy 1970 4.4. National Education Policy 1972-1980 4.5. National Education Policy 1979 4.6. National Education Policy 1992 4.7. National Education Policy 1998-2010 4.8. Education Sector Reforms 2001 4.9. National Education Policy 2009 4.10. National Education Policy 2017 4.11. National Education Policy 2022</p> <p>5. Managing Resources in Education</p> <p>5.1. Human Resources 5.2. Physical Resources 5.3. Financial Resources 5.4. Informational Resources</p> <p>6. Educational Governance</p> <p>6.1. Definition and scope 6.2. Elements of Governance 6.3. Challenges of educational governance in Pakistan</p> <p>7. Educational Management at Different Levels</p> <p>7.1. Elementary 7.2. Secondary 7.3. Higher Education 7.4. Literacy and Non formal Basic Education</p>
Textbook(s)	<p>Robbins, S. P., & Coulter, M. (2018). <i>Management</i>. Pearson. Zaki, W.M. (1988). <i>Educational management</i>. National Book Foundation.</p>
Suggested Reading	<p>Altrichter, H., & Elliott, J. (2000). <i>Images of educational change</i>. Open University Press. Bush, T., Bell, L., & Middlewood, D. (2010). <i>The principles of educational leadership and management</i>. Sage. Chodhury, N. R. (2001). <i>Management in Education</i>. APH Publishing. Government of Pakistan. (1969). <i>Proposal for a new education policy</i>. Ministry of Education and Scientific Research. Government of Pakistan. (1947). <i>Proceedings of the Pakistan educational conference</i>. Ministry of Interior (Education Division). Government of Pakistan. (1959). <i>Report of the commission on national education</i>. Ministry of Education. Government of Pakistan. (1972). <i>The education policy 1972-80</i>. Ministry of Education. Government of Pakistan. (1979). <i>National education policy and implementation programme 1979</i>. Ministry of Education. Government of Pakistan. (1992). <i>National educational policy</i>. Ministry of Education. Government of Pakistan. (1998). <i>National education Policy 1998-2010</i>. Ministry of Education.</p>

	<p>Government of Pakistan.(2009). <i>National education policy</i>. Ministry of Education.</p> <p>Hay, W. R., & Michel, G. S. (1996) <i>Educational Administration, Theory, Research &Practice</i>. McGraw Hill.</p> <p>Law, S., & Glover, D. (2000). <i>Educational Leadership and Learning</i>. Open University Press.</p> <p>Sergiovanni, T. J., Kelleher, P., McCarthy, M. M., & Wirt, F. M. (2009). <i>Educational governance and administration</i>. Allyn& Bacon.</p> <p>Sharma, P. (2005). <i>Educational administration</i>. APH Publishing Corporation.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Comparative Education		Course Type: Major Course of Education	
Course Code: MCEd-401	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>Education system in a 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.</p>		
Learning Objectives	<p>After studying this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the meaning and significance of comparative education 2. Compare the education systems of selected developed countries 3. Compare the education systems of selected developing countries 4. Analyze critically the education system of Pakistan 		
Course Content	<p>Unit 01 Introduction to Comparative Education</p> <ol style="list-style-type: none"> 1.1 Concept of comparative education – meaning, need and scope 1.2 Purpose of comparative education 1.3 Methods & Comparative Education <p>Unit 02 Elements of Comparative Education (Both qualitative and quantitative dimensions)</p> <ol style="list-style-type: none"> 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 <p>Unit 03 Comparative View of Systems of Education in Pakistan</p> <ol style="list-style-type: none"> 3.1 Private and public 3.2 Madrassah and formal education 3.3 Formal vs. Distance and non-formal education <p>Unit 04 Comparative Education in Developed Countries</p> <ol style="list-style-type: none"> 4.1 USA 4.2 UK 4.3 Japan 4.4 Singapore 		

	<p>Unit 05 Comparative Education in Developing Countries 5.1 India 5.2 China 5.3 Malaysia 5.4 Pakistan</p> <p>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</p>	
Textbook(s)	Isani, U. A., & Virk, M. L. (2005). <i>Higher education in Pakistan: A historical and futuristic perspective</i> . Islamabad: National Book Foundation.	
Suggested Reading	<ul style="list-style-type: none"> Isani, U. A., & Virk, M. L. (2005). <i>Higher education in Pakistan: A historical and futuristic perspective</i>. Islamabad: National Book Foundation. 	
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Educational Statistics		Course Type: Distribution Course
Course Code: DCEd-205	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course provides insight about basic statistical concepts, statistical procedures, and role of statistics in education. This course gives knowledge and skills to organize and analyze educational data through application of statistical techniques. It also discusses the usage of statistics in educational research.	
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Understand basic concepts of statistics and educational statistics. 3. Apply statistics in measuring variables. 4. Apply statistics on educational data. 5. Interpret result of data analysis. 6. Explore different techniques used for analyzing educational data. 	
Course Content	1. Introduction to Education 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Introduction to Educational statistics 2.1. Concepts of statistics 2.2. Use of Statistics in	

	<p>2.2.1. Educational Measurement 2.2.2. Educational Research 2.2.3. Educational Psychology 2.2.4. School Administration</p> <p>3. Types of Educational Variables and Measurement scales</p> <p>3.1.Types of Educational Variables 3.2.Measurements scales 3.2.1. Nominal Scales 3.2.2. Ordinal Scales 3.2.3. Interval Scales 3.2.4. Ratio Scales</p> <p>4. Organizing Educational Data</p> <p>4.1.Frequency distributions 4.2.GraphicalPresentations</p> <p>5. Use of Statistics in Measurement</p> <p>5.1.Norms and Standardized Scores 5.1.1. Norm Groups 5.1.2. Types of Norm-Referenced Scores 5.1.3. Percentile Ranks 5.1.4. Standardized and Normalized Scores 5.1.5. Stanines 5.1.6. Normal Curve Equivalents 5.1.7. Developmental-Level Scores 5.2.Criterion-Referenced Testing</p> <p>6. Use of Statistics in Classical theory of Measurement</p> <p>6.1.Brief introduction of classical theory of measurement 6.2.Item Difficulty 6.3.Item Discrimination 6.4.Evaluating the Distractors for multiple-Choice Item 6.5.Corrections for Guessing 6.6.Reliability</p> <p>7. Use of Statistics in Item Response Theory (IRT) measurement</p> <p>7.1.Basic Concepts and Terminology 7.2.IRT Models: One, Two and Three-Parameter Logistic Models 7.3.Maximum Likelihood and Bayesian Estimation of Parameters of IRT Models</p> <p>8. Use of Statistics in Educational Research</p> <p>8.1.Basic concepts in educational research methods 8.2.Use of Statistics in analyzing data from 8.2.1. Survey Research 8.2.2. Descriptive Research 8.2.3. Correlational Research 8.2.4. Experimental Research 8.2.5. Causal comparative Research</p>
Textbook(s)	<p>Abbott, M. L. (2014). <i>Understanding educational statistics using Microsoft Excel and SPSS</i>. John Wiley & Sons.</p> <p>Mangal, S. K. (2002). <i>Statistics in psychology and education</i>. Prentice Hall of India.</p>

Suggested Reading	<p>Bandalos, D. L. (2018). <i>Measurement theory and applications for the social sciences</i>. Guilford Publications.</p> <p>Brennan, R. L. (1992). Generalizability theory. <i>Educational Measurement: Issues and Practice</i>, 11(4), 27-34.</p> <p>Fraenkel, J. R., & Wallen, W. E. (2000). <i>How to design and evaluate educational research</i>. McGraw-Hil.</p> <p>Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i>. Longman Publishing.</p> <p>Garrett, H. E. (1937). <i>Statistics in psychology and education</i>.</p> <p>Gay, L. R., Mills, G. E., & Airasian, P. W. (1992). <i>Educational research: Competencies for analysis and application</i>. Pearson.</p> <p>Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). <i>Fundamentals of item response theory</i>. Sage.</p> <p>Popham, W. J., & Sirotnik, K. A. (1967). <i>Educational statistics: Use and interpretation</i>. Harper & Row.</p> <p>Raudenbush, S. W. (1988). Educational applications of hierarchical linear models: A review. <i>Journal of Educational Statistics</i>, 13(2), 85-116.</p> <p>Ravid, R. (2019). <i>Practical statistics for educators</i>. Rowman & Littlefield Publishers.</p> <p>Snyder, T. D., & Dillow, S. A. (2009). <i>Digest of education statistics, 2008</i>. Government Printing Office.</p> <p>Wellington, J. (2015). <i>Educational research: Contemporary issues and practical approaches</i>. Bloomsbury Publishing.</p> <p>Creswell, J. (2012). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i>. Pearson.</p> <p>Sharma, S. R. (1994). <i>Statistical methods in educational research</i>. Anmol Publications Pvt. Ltd.</p> <p>Coladarci, T., Cobb, C., Minium, E., & Clarke, R. (2011). <i>Fundamentals of statistical reasoning in education</i>. John Wiley & Sons.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Mid Term</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Final Term</td> <td style="text-align: right;">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Philosophy of Education		Course Type: Major Course of Education
Course Code: MCEd-301	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>Philosophy provides bases to understand the ideology and fundamental questions regarding human, universe and knowledge. This course is an effort to understand various philosophical approaches, modes and school of thoughts applied in educational process. This course is designed to help students to formulate and reflect on their own philosophy of education. It helps to learn its influences on their beliefs and practices about teaching and learning process. It helps the students in developing critical thinking about different social phenomena.</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the impact of philosophy on education. 2. Differentiate different styles of philosophy. 3. Compare different school of thoughts of philosophy and their impact on education. 4. Identify the relevance of educational philosophies with present education. 5. Recognize, express, and analyze argument in philosophical texts. 6. Analyze how philosophies and theories of education influence curriculum, teaching and learning in schools. 7. Apply the theories of educational thinkers to reform educational practices in Pakistan 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Introduction to Philosophy 3. Concept of Educational Philosophy 4. Importance and scope of Philosophy 5. Styles of Philosophy <ol style="list-style-type: none"> 5.1. Speculative Philosophy 5.2. Perspective Philosophy 5.3. Analytical Philosophy 6. Areas of Philosophy <ol style="list-style-type: none"> 6.1. Ontology 6.2. Epistemology 6.3. Axiology 7. Philosophy and Science 8. Philosophy and Religion 9. Concept of Philosophy of Education 	

	<p>10. Scope of Educational Philosophy</p> <p>11. School of thoughts of Philosophy and its implications on Education</p> <p>11.1. Idealism and its implications on Education</p> <p>11.2. Realism and its implications on Education</p> <p>11.3. Naturalism and its implication on Education</p> <p>11.4. Post Modernism and its implication on Education</p> <p>11.5. Pragmatism and its implications on Education</p> <p>11.6. Existentialism and its implications on Education</p> <p>12. Educational Philosophies</p> <p>12.1. Preennialism</p> <p>12.2. Essentialism</p> <p>12.3. Progressiveism</p> <p>12.4. Reconstructionism</p> <p>13. Thoughts of Muslim Scholars</p> <p>13.1. SayadanaAliulMurtaza (RA)</p> <p>13.2. Imam Ghazali</p> <p>13.3. Ibn-e-Khuldoon</p> <p>13.4. HazratMujaddadAlifSani</p> <p>13.5. Shah Waliullah</p> <p>13.6. Syed Ali Hajvery</p> <p>13.7. Syed AbulA'alaMoudoodi</p> <p>13.8. Allama Muhammad Iqbal</p> <p>13.9. Molana Muhammad Ali Johar</p> <p>13.10. HasanulBanna</p> <p>13.11. Syed Qutab</p>
Textbook(s)	<p>Kneller, G. F. (1971). <i>Introduction to the philosophy of education</i>. John Wiley & Sons.</p> <p>Mead, G. H., Biesta, G. J., & Trohler, D. (2015). <i>Philosophy of Education</i>. Routledge.</p> <p>Moore, T. W. (1982). <i>Philosophy of education: An introduction</i>. Routledge & Kegan Paul.</p>
Suggested Reading	<p>Barrow, R., & Woods, R. (2006). <i>An introduction to philosophy of education</i>. Routledge.</p> <p>Gingell, J., & Winch, C. (2008). <i>Philosophy of education: The key concepts</i>. Routledge.</p> <p>Heyting, F., Lenzen, D., & White, J. (Eds.). (2002). <i>Methods in philosophy of education</i>. New York: Routledge.</p> <p>Kneller, G. F. (1963). Philosophy and education. <i>Studies in Philosophy and Education</i>, 3(1), 78-84.</p> <p>Nasr, S. H. (2006). <i>Islamic philosophy from its origin to the present: Philosophy in the land of Prophecy</i>. Suny Press.</p> <p>Nicholson, D. (2016). <i>Philosophy of education in action: An inquiry-based approach</i>. Routledge.</p> <p>Noddings, N. (2015). <i>Philosophy of education</i>(4thed.). Hachette.</p> <p>Ornstein, A. C. (2006). <i>Foundations of education</i>. Houghton Mifflin Company.</p> <p>Phillips, D. C. (Ed.). (2008). <i>What is philosophy of education</i>. In The SAGE Handbook of Philosophy of Education (pp. 3-19).</p> <p>Power, E. J. (1990). <i>Philosophy of education: Studies in philosophies, schooling, and educational policies</i>. Waveland Press.</p>

	<p>Pring, R. (2004). <i>Philosophy of education: Aims, theory, common sense and research</i>. Continuum.</p> <p>Salim, S. M. (1996). <i>Maghrabifalasa fa e taleem ka tanqeedi jaiza</i>. Idara Taleemi Tehqeeq.</p> <p>Taufiqurrahman, T., & Yuli Akhmad Hambali, R. (2021). Ibn Rushd's response to IbnSina and Al-Ghazali's philosophical thoughts on cosmology. <i>HTS Theological Studies</i>, 77(4), 1-8.</p> <p>Winch, C., &Gingell, J. (1999). <i>Key concepts in the philosophy of education</i> (Vol. 11). Routledge.</p> <p>Woods, R., & Barrow, R. (2006). <i>An introduction to philosophy of education</i>. Routledge.</p> <p>Zilversmit, A. (1993). <i>Changing schools: Progressive education theory and practice, 1930-1960</i>. University of Chicago Press.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education
Course Title: Sociology of Education	Course Type: Distribution Course
Course Code: DCEd-212	Credit Hours: 3
	Duration: 16 Weeks
Introduction	This course intends to provide knowledge about social influence on the educational system. It provides information to students about the discipline of education as a social phenomenon, concept of society, sociology, socialization, social institutions, sociological theories, role of education in society, cultural context of educational system, issues of education and social stratification, social criticism of trends in modern education and Educational Innovation and reforms.
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Describe the basic concepts of education. 2. Relate the scope of society with sociology, and sociology of education. 3. Suggest ways in which culture and society can influence the education system, society, and culture. 4. Analyze the influence of sociological theories on the role of education in the society. 5. Identify the role of teacher as social agent in school environment. 6. Evaluate the major educational innovation in the light of education policy document in Pakistan.
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Sociology and Education <ol style="list-style-type: none"> 2.1. Concept of Sociology and Educational Sociology 2.2. Difference between Educational Sociology and Sociology of Education 2.3. Significance of Sociology 2.4. Significance of education 3. Segments in Society <ol style="list-style-type: none"> 3.1. Social Groups and Education 3.2. Social Class and Education 4. Social Institutions and Education <ol style="list-style-type: none"> 4.1. Family 4.2. Religious Institutions (Masjid, Church, Mandar, Ghourdware) 4.3. Recreational Institutions <ol style="list-style-type: none"> 4.3.1 Cinema 4.3.2 Theater 4.4. Mass Media <ol style="list-style-type: none"> 4.4.1 Print Media 4.4.2 Electronic Media

	<p>4.4.3 Social Media</p> <p>5. Characteristics/Values of Islamic Society</p> <p>5.1. Brotherhood</p> <p>5.2. Sacrifice</p> <p>5.3. Equality and Equity</p> <p>5.4. Justice</p> <p>5.5. Unity, Faith and Discipline</p> <p>5.6. Care</p> <p>6. Women role in Islamic Society</p> <p>6.1. Women and Education</p> <p>6.2. Women Role Model</p> <p>6.2.1 Hazrat Ayesha (رضى الله تعالى عنه)</p> <p>6.2.2 Hazrat Fatima (رضى الله تعالى عنه)</p> <p>6.2.3 Fatima Jinnah (رحمته الله عليه)</p> <p>7. Islamic Culture and Civilization</p> <p>7.1 Components of Islamic Culture</p> <p>7.2 Concept of Halal and Haram</p> <p>7.3 Concept of good and bad</p> <p>7.4 Duties and rights</p>
Text Book(s)	<p>Banks, O. (1976). <i>The sociology of education</i>. Batsford Ltd.</p> <p>Ezewu, E. (1983). <i>Sociology of education</i>. Longman Group (FE) Ltd.</p>
Suggested Reading	<p>Ball, S. J. (2004). <i>The RoutledgeFalmer reader in sociology of education</i>. RoutledgeFalmer.</p> <p>Bassis, M., Gelles, R., & Levine, A. (1980). <i>Sociology: An introduction</i>. Random House.</p> <p>Bhat, M. (2013). <i>Educational sociology</i>. APH Publishing Corporation.</p> <p>Burgess, R. G. (1986). <i>Sociology, education and schools: An introduction to sociology of education</i>. Batsford Ltd.</p> <p>Cohen, R., & Kennedy, P. (2000). <i>Global Sociology</i>. New York University Press.</p> <p>Eshleman, J., & Cashion B. (1983). <i>Sociology: An introduction</i>. Little, Brown and Company.</p> <p>Goldthorpe, J. E. (1974). <i>An introduction to sociology</i> (2nd ed.). Cambridge University Press.</p> <p>Ishumi, A. G. (1974). <i>A review of concepts, ideas and practices</i>. Dares Salaam.</p> <p>Musgrave, P. W. (1965). <i>The sociology of education</i>. Methuen & Co. Ltd.</p> <p>O'Donnell, M. (1997). <i>Introduction to sociology</i> (4th ed.). Thomas Nelson and Sons Ltd.</p> <p>Sadovnik, A. (2007). <i>Sociology of education: A critical reader</i>. Routledge.</p> <p>Useful websites:</p> <p>www.tandf.co.uk/journals/authors/cbseauth.asp</p> <p>www.s-cool.co.uk</p>
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>

Assignments	Summary writing Mini projects Term papers Presentation
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Learning Theories		Course Type: Major Course of Education
Course Code: MCEd-302	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course intends to explain different learning theories and their relevance to teaching and learning.	
Learning Objectives	After studying this course students will be able to: 1. Understand the basic concepts of learning 2. Discuss functionalistic theories of learning with its proponents 3. Elaborate associationistic theories with regard to learning 3. Analyze the cognitive theories of learning and their association with teaching and learning process	
Course Content	1. Introduction to learning 1.1. What is Learning 1.2. Approaches to the study of learning 1.3. Early notions about learning 2. Predominantly Functionalistic Theories 2.1. Adward Lee Thorndike 2.2. Burrhus Frederic Skinner 2.3. Clark Leonard Hull 3. Predominantly Associationistic Theories 3.1. Ivan Petrovich Pavlov 3.2. Adwin Ray Guthrie 3.3. William Kaye Estes 4. Predominantly Cognitive Theories 4.1. Gestalt Theory 4.2. Jean Piaget 4.3. Edward Chase Tolman 4.4. Albert Bandura 5. A Predominantly Neurophysiological Theory 5.1. Donald Olding Hebb	
Textbook(s)	Olson, M. H., Hergenhahn, B. R., (2010). <i>An Introduction to Theories of Learning</i> , PHI Learning Private Limited.	
Suggested Reading	Johnson, A. P. (2019). <i>Essential learning theories: Application to authentic teaching situations</i> . Rowman & Littlefield. Bates, B. (2019). <i>Learning theories simplified: How to apply the in teaching</i> . Sage Publishers. Schunk, D. H. (2012). <i>Learning theories: An educational perspective</i> . Pearson.	

Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Education in Pakistan		Course Type: Major Course of Education	
Course Code: MCEd-201	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course seeks to provide students' knowledge of education development in Pakistan so that they acquire and can advance a deep understanding of the origins and development of education in Pakistan. This course discusses salient features of educational plans and policies.		
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Discuss the basic concepts of education. 2. Analyze the educational history in context with post-independence period. 3. Understand the concept of Ideology of Pakistan and Islamic education. 4. Evaluate the challenges faced by Pakistan in enhancing educational standards and quality. 		
Course Content	<ol style="list-style-type: none"> 1. Introduction to Education <ol style="list-style-type: none"> 1.1. Concept of Education 1.2. Process of Education/Elements 1.3. Modes of Education 1.4. Significance of Education 2. Islamic Concept of Education in the light of <ol style="list-style-type: none"> 2.1. Quran (5 verses from Holy Quran) 2.2. Hadith (5 Hadiths) 2.3. Concept of Islamic Education (Objectives, Curriculum, Muslim Students and Muslim Teachers. 3. Ideology of Pakistan and Education 4. Educational Policies <ol style="list-style-type: none"> 4.1. 1st Education Conference 1947 (Message from Quaid i Azam and Objectives of Education) 4.2. Sharif Commission 1959 (Teacher Education, Educational Evaluation) 4.3. New Education Policy 1970 (Primary Education, Secondary Education) 4.4. National Education Policy 1972-1980 (Nationalism, Distance Education, Adult Education) 		

- 4.5. National Education Policy 1979 (Islamic Education, Special Education, Privatization of Education)
- 4.6. National Education Policy 1992 (Literacy, Early Childhood Education)
- 4.7. National Education Policy 1998-2010 (Technical and Vocational Education, Madrasa Education)
- 4.8. Education Sector Reforms 2001 (Globalization, Women Education)
- 4.9. National Education Policy 2009 (Quality Education, Globalization of Education)
- 4.10. National Education Policy 2017 (Inclusive Education, Assessment and Examination System)
- 4.11. Education Policy 2021 (Single National Curriculum, Religious Education)

5. History of Education Plans in Pakistan and its Salient Features

- 5.1. Six Years Plan for Education 1951-57
- 5.2. First five Years Plan 1955-60
- 5.3. Second Years Plan 1960-65
- 5.4. Third Years Plan 1965-70
- 5.5. Fourth Years Plan 1970-75
- 5.6. Fifth Years Plan 1978-83
- 5.7. Sixth Years Plan 1983-88
- 5.8. Seventh Years Plan 1988-93
- 5.9. Eight Years Plan 1993-98
- 5.10. Ninth Years Plan 1998-2003
- 5.11. Tenth Years Plan 2010-2015

6. Development of Education in Pakistan

- 6.1. Board of Intermediate and Secondary Education
- 6.2. National Curriculum Bureau
- 6.3. Education Extension Centre/Directorate of Staff Development/
Quaid e Azam Academy for Educational Development
- 6.4. Academy of Educational Planning And Management
- 6.5. University Grants Commission/Higher Education
Commission/Punjab Higher Education Commission

	<p>6.6. National Education Assessment System</p> <p>6.7. Provincial Education Assessment System</p> <p>6.8. Punjab Examination Commission</p> <p>6.9. Comprehensive Schools</p> <p>6.10. NaiRoshni Schools</p> <p>6.11. Science Colleges</p> <p>6.12. Divisional/District Public Schools</p> <p>6.13. Literacy, Non-formal and Basic Education</p> <p>6.14. Special Education</p> <p>6.15. Masjid Maktab Schools</p> <p>Issues and Challenges of Education in Pakistan</p> <p>Future Prospects of Education in Pakistan</p>
Textbook(s)	<p>Shahid, R. M. (1992). <i>The system of education in Pakistan</i>. National Book Foundations.</p> <p>Ishtiaq Q. H. (1999). <i>Education in Pakistan</i>. Bureau of Composition, Compilation and Translation, University of Karachi.</p>
Suggested Reading	<p>Ahsan, M. (2003). An analytical review of Pakistan's educational policies and plans. <i>Research Papers in Education</i>, (18)3, 259-280.</p> <p>Al-Attas, M. N. (Ed.) (1979). <i>Aims and objectives of Islamic education</i>. King Abdul Aziz University.</p> <p>Brubacher, J. S. (1987). <i>Modern philosophies of education</i>. TATAMcGraw Hill Publication Co.</p> <p>Commission of National Education. (2012). <i>Report of Commission on National Education</i>. Provincial Government Department.</p> <p>Government of Pakistan. (1947). <i>Proceedings of the Pakistan educational conference</i>. Ministry of Interior (Education Division).</p> <p>Government of Pakistan. (1959). <i>Report of the commission on national education</i>. Karachi: Ministry of Education.</p> <p>Government of Pakistan. (1969). <i>Proposal for a new education policy</i>. Ministry of Education and Scientific Research.</p> <p>Government of Pakistan. (1972). <i>The education policy 1972-80</i>. Islamabad: Ministry of Education.</p> <p>Government of Pakistan. (1979). <i>National education policy and implementation programme 1979</i>. Ministry of Education.</p> <p>Government of Pakistan. (1992). <i>National educational policy</i>. Ministry of Education.</p> <p>Government of Pakistan. (1998). <i>National education policy 1998-2010</i>. Islamabad: Ministry of Education.</p> <p>Government of Pakistan. (2009). <i>National education policy</i>. Ministry of Education.</p> <p>Iqbal, M. (1993). <i>Education in Pakistan</i>, Aziz Publishers.</p> <p>Iqbal, M. (2013). <i>The reconstruction of religious thought in Islam</i>. Stanford University Press.</p>

	<p>Naseem J. Q. (1990). <i>Problems of education in Pakistan</i>. Royal Book Company.</p> <p>Nehal A. (2004). <i>Dictionary of secondary education</i>, A.P.H. Publishing Corporation.</p> <p>Qureshi, M. A. (1983). <i>Some Aspects of Muslim Education</i>. UniversalBooks.</p> <p>Siddiqui, S. (2007). <i>Rethinking education in Pakistan</i>. Permanent Publishing Enterprise.</p> <p>Siddiqui, S. (2016). <i>Education policies in Pakistan: Politics, projections, and practices</i>. Oxford University Press.</p>	
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>	
Assignments	<p>Summary writing</p> <p>Mini projects</p> <p>Term papers</p> <p>Presentation</p>	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Curriculum Development		Course Type: Major Course of Education	
Course Code: MCEd-303	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>Curriculum is designed to provide desirable learning experiences in the education system. Curriculum development is a process in which choices of learning experiences are made and activated through coordinated activities. The process starts from selection of aims, goals and Learning Outcomes, which guide the structure and provide direction. To teaching learning process the next stages are selection of Content and its organization, selection of instructional strategies and evaluation methods are stated to Contents all the activities needed for students' development. Prospective teachers require knowledge and skills about the curriculum development: theory and practice to become an effective & efficient practitioner curriculum is considered of the core course of discipline of education. Thus, it is imperative to teach this course to prospective teachers.</p>		
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of curriculum 2. Explain the foundations of the curriculum 3. Discuss the needs and principles of curriculum 4. Understand the factors affecting curriculum development 5. Explain the elements/components of curriculum development 6. Explain different types of curricula 7. Identify the problems and issues of curriculum development in Pakistan 8. Understand the theory of curriculum development 9. Understand the process of curriculum development 10. Understand the practices of curriculum development in Pakistan. 		
Course Content	<ol style="list-style-type: none"> 1. Introduction to Curriculum <ol style="list-style-type: none"> 1.1. Concept of curriculum 1.2. Difference between curriculum, syllabus, and textbook 1.3. Need for curriculum development 1.4. Principles of curriculum development 1.5. Elements of curriculum: Learning Outcomes, Content, Teaching methods and evaluation 1.6. Factors influencing curriculum development. 2. Foundations of Curriculum <ol style="list-style-type: none"> 2.1. Philosophical/Ideological Foundations 2.2. Historical Foundations 2.3. Psychological Foundations 2.4. Socio-economic and Cultural Foundations 2.5. Political Foundations 3. Curriculum Development Process <ol style="list-style-type: none"> 3.1. Situation analysis 		

	<ul style="list-style-type: none">3.1.1. Need Assessment3.1.2. Phases of need assessment3.1.3. Conducting situation analysis3.2. Selection of aims, goals and Learning Outcomes<ul style="list-style-type: none">3.2.1. Taxonomy of educational Learning Outcomes3.2.2. National Learning Outcomes of education in the current education policy3.3. Selection of Content<ul style="list-style-type: none">3.3.1. Organization of Content3.3.2. Selection and organization of learning experiences3.3.3. Selection of Instructional Strategies3.4. Evaluation of evaluation<ul style="list-style-type: none">3.4.1. Types of evaluation3.4.2. Tools of evaluation3.4.3. Reporting3.4.4. Evaluating curriculum and multiple textbooks4. Curriculum Design<ul style="list-style-type: none">4.1. Concept of curriculum design4.2. Criteria of selecting curriculum design4.3. Types of curriculum<ul style="list-style-type: none">4.3.1. Centred Designs4.3.2. Learner Subject centred Designs4.3.3. Problem or topic centred Designs4.3.4. Integrated curriculum5. Models of Curriculum Development<ul style="list-style-type: none">5.1. Tyler Model5.2. Hilda Model5.3. Lewis Model5.4. Oliva Model5.5. Wheeler Model5.6. Dynamic Model5.7. Skel Beck Model6. Process and Problems of Curriculum Development in Pakistan<ul style="list-style-type: none">6.1. Curriculum development at elementary and secondary level6.2. Curriculum development at higher education level6.3. Curriculum revision and role of HEC6.4. Curriculum development for Adult Literacy6.5. Role of teacher in curriculum development6.6. Problems and issues of curriculum development in Pakistan7. The key features of a democratic and educational national curriculum<ul style="list-style-type: none">7.1. A curriculum for equality of life7.2. The role of the professional in sustainable democracy7.3. Fundamental principles8. Teaching Learning Strategies<ul style="list-style-type: none">8.1. Lectures8.2. Brainstorming session8.3. Small group discussion8.4. Study tour to curriculum development institutions.
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Textbook(s)	Boyle, B., Charles, Marie. (2016). <i>Curriculum development: A guide for educators</i> . SAGE Publishers.						
Suggested Reading	<p>Children Resource International. (2004). <i>Child-centred curriculum (unit 3rd)</i>. Islamabad.</p> <p>David, M. (1997). <i>Teaching skills in further and adult education (Rev. ed.)</i>. London: City and Guilds.</p> <p>Farooq, R. A. (1993). <i>Education System in Pakistan</i>. Islamabad: Asia Society for Promotion of Innovation and Reforms in Education, Islamabad.</p> <p>Kelly, A.V. (1999). <i>The curriculum, theory and practice</i>. London: Paul Chapman.</p> <p>MS-Neil, J.D. (1990). <i>Curriculum: A comprehensive introduction (4th ed)</i>. Los Angeles: HarperCollins.</p> <p>Murry, P. (1993). <i>Curriculum development and design (2nd ed.)</i>. Allen and Unwin.</p> <p>Saxena, S. N. R., & Oberoi, S.C. (1994). <i>Technology of teaching</i>. Royal Book Depot.</p> <p>Sharma, R. C. (2002). <i>Modern methods of curriculum organization</i>. Book Enclave.</p> <p>Wiles, J., & Bondi, J. (1993). <i>Curriculum development</i>. McMillan Publication Company.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Islamic System of Education	Course Type: Major Course of Education	
Course Code: MCEd-307	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>یہ کورس اسلامی نظام تعلیم کے تعارف کے حوالہ سے ادارہ تعلیم و تحقیق کا اہم ترین کورس ہے۔ اس میں طلباء کو تعلیم، عناصر تعلیم اور نظام تعلیم کے مفہوم سے آگاہ کر کے تعلیم اور نظام تعلیم کے اسلامی تصور سے واقفیت بہم پہنچانا ہے۔ اسلامی نظام تعلیم کی خصوصیات اور اسلامی نظام تعلیم کے مختلف عناصر سے طلباء کو متعارف کروانا اور پاکستان میں اسلامی نظام تعلیم کی ضرورت و اہمیت کو اجاگر کرنا ہے۔</p>	
Learning Objectives	<p>اس کورس کی کامیاب تکمیل کے بعد طلبہ و طالبات اس قابل ہوں گے کہ وہ:</p> <ul style="list-style-type: none"> - نظام کا تعارف اور اس کی اہمیت سے آگاہ ہو جائیں - تعلیم، نظام تعلیم اور ان کے عناصر کا فہم حاصل کر سکیں - مغربی اور اسلامی تصور تعلیم کا فرق جانتے ہوں - پاکستان میں اسلامی نظام تعلیم کی ضرورت و اہمیت سمجھ سکیں - اسلامی نظام تعلیم کی خصوصیات سے آگاہ ہوں - پاکستان کے نظام تعلیم کا تنقیدی جائزہ لے سکیں - اسلامی نظام تعلیم کے مختلف عناصر کا فہم و ادراک کر سکیں - بحیثیت معلم ذمہ داریوں کا احساس پیدا کر سکیں۔ 	
Course Content	<p style="text-align: right;">۱- اسلام:</p> <p style="text-align: right;">۲.۱ مذہب- تعریف و مفہوم</p> <p style="text-align: right;">۳.۱ دین کا مفہوم دین و مذہب کا فرق</p> <p style="text-align: right;">۴.۱ اسلام ایک مکمل ضابطہ حیات</p> <p style="text-align: right;">۲- تعلیم:</p> <p style="text-align: right;">۱.۲ تعلیم، تعریف و مفہوم</p> <p style="text-align: right;">۲.۲ اسلامی تعلیم کی تعریف</p> <p style="text-align: right;">۳.۲ تعلیم کے عناصر</p> <p style="text-align: right;">۳- دین اسلام اور تعلیم:</p> <p style="text-align: right;">۱.۳ اسلام میں تعلیم کی حیثیت</p>	

	۲.۳	اسلام میں تعلیم کی اہمیت و ضرورت
	۳.۳	اسلامی تعلیم کی اہمیت و ضرورت
	۴.۳	اسلامی تعلیم کی بنیادیں (فکری، معاشرتی، معاشی اور نفسیاتی)
۳-		اسلامی نظام تعلیم:
	۱.۴	نظام تعلیم تعریف و مفہوم
	۲.۴	اسلامی نظام تعلیم
	۳.۴	اسلامی نظام تعلیم کے عناصر
	۴.۴	اسلامی نظام تعلیم کی خصوصیات
۵-		علم:
	۱.۵	علم کی تعریف و مفہوم
	۲.۵	علم کے ذرائع
	۳.۵	علم کے مآخذ
	۴.۵	علم کی اعتباریت
	۵.۵	اسلامی علم
۶-		پاکستان اور اسلامی نظام تعلیم:
	۱.۶	پاکستان، ایک نظریاتی مملکت
	۲.۶	پاکستان کے لیے اسلامی نظام تعلیم کی ضرورت و اہمیت
	۳.۶	پاکستان کا موجودہ نظام تعلیم - پس منظر
	۴.۶	پاکستان میں نظام تعلیم کی اسلامائزیشن کے لئے کئے گئے اقدامات کا جائزہ (Stakeholder) اسلامی نظام تعلیم کے بنیادی متعلقین
		طالب علم معلم منتظمین معاشرہ
	۵.۶	پاکستان کے موجودہ نظام تعلیم کا تنقیدی جائزہ
۷-		اسلامی نظام تعلیم میں نصاب:
	۱.۷	اسلامی مقاصد تعلیم
	۲.۷	اسلامی نصاب تعلیم
	۳.۷	نصاب کا مفہوم اور تعلیم میں اس کی حیثیت
	۴.۷	نظام تعلیم میں نصاب تعلیم کی اہمیت
	۵.۷	ہم نصابی سرگرمیاں اور ان کی اسلامی تشکیل
۸-		حکمت تدریس - اسلامی تناظر میں:
	۸.۱	قرآن حکیم کی روشنی میں
	۸.۲	احادیث نبوی ﷺ کی روشنی میں
	۳.۸	رسول اللہ ﷺ بحیثیت معلم

	<p>۹- تربیت اساتذہ:</p> <p>۹.۱ تربیت اساتذہ کی ضرورت و اہمیت</p> <p>۹.۲ تربیت اساتذہ، اسلامی تناظر میں</p> <p>۹.۳ مسلمان معلم کی صفات</p> <p>۱۰- انتظامیات تعلیم:</p> <p>۱۰.۱ انتظامیات تعلیم کی ضرورت و اہمیت</p> <p>۱۰.۲ انتظامیات تعلیم کا اسلامی تصور</p> <p>۱۱- امتحانات / جائزہ:</p> <p>۱۱.۱ نظام تعلیم میں امتحان / جائزہ کی ضرورت</p> <p>۱۱.۲ امتحانات تعلیم کا اسلامی تصور</p> <p>۱۲- فراہمی وسائل اور ان کی منصوبہ بندی:</p> <p>۱۲.۱ مادی وسائل</p> <p>۱۲.۲ مالی وسائل</p> <p>۱۲.۳ افرادی وسائل</p> <p>۱۳- تعلیم نسواں:</p> <p>۱۳.۱ تعلیم نسواں کی ضرورت و اہمیت</p> <p>۱۳.۲ تعلیم نسواں کا اسلامی تصور</p>
Textbook(s)	<p>۱- ابو الاعلیٰ مودودی، تعلیمات، اسلامک پبلیکیشنز، لاہور</p> <p>۲- ڈاکٹر مشتاق الرحمن، پروفیسر، تعلیم و تدریس، ایجوکیشن فاؤنڈیشن، شرکت پرنٹنگ پریس، لاہور</p>
Suggested Reading	<p>۱- مسلم سجاد، پروفیسر، اسلامی ریاست میں نظام تعلیم، انسٹیٹیوٹ آف پالیسی سٹڈیز، اسلام آباد</p> <p>۲- نعیم صدیقی، رسول اللہ بحیثیت معلم، ادارہ تعلیمی تحقیق، لاہور</p> <p>۳- سید ابوالاعلیٰ مودودی، تصدیقات، "</p> <p>۴- ڈاکٹر محمد امین، اسلامی نظام تعلیم کے نفاذ کی عملی تدابیر، ادارہ مطبوعات طلبہ، لاہور</p> <p>۵- خورشید احمد، پروفیسر، اسلام کا نظریہ تعلیم، تنظیم اساتذہ پاکستان، لاہور</p> <p>۶- سید محمد سلیم، پروفیسر، قرآن کا تصور تعلیم، "</p> <p>۷- -----، اسلامی تعلیم کے افکار و تصورات، "</p> <p>۸- سعید اختر شیخ، پروفیسر، ہمارا نظام تعلیم، "</p> <p>۹- پروفیسر خورشید احمد، نظام تعلیم - نظریہ روایت مسائل،</p> <p>۱۰- پروفیسر ڈاکٹر مہر محمد سعید اختر، تعلیم کی نظریاتی اساس، انجمن فاضلین، ادارہ تعلیم و تحقیق، جامعہ پنجاب، لاہور</p>
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p>

	Applied Projects	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Educational Assessment		Course Type: Major Course of Education	
Course Code: MCEd-308	Credit Hours: 3	Duration: 16 Weeks	
Introduction	In this course, the students will study the theory and apply the same for test development purposes. Thus they will understand the procedures, applications and limitations of tests, techniques of administering individual/group tests and of interpreting assessment instruments and profiles.		
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept and nature of testing & evaluation 2. Develop and analyze test items for assessing different abilities of students 3. Recognize and describe the different types of measurement instruments 4. Differentiate between standardized and classroom tests 5. Define and apply introductory analytical terms and concepts, including basic Statistical knowledge 6. Analyze and explain student profiles based on various outcomes of testing interpret scores and results of different measurement techniques 		
Course Content	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> 1.1. Nature and meaning of test, assessment, measurement, and evaluation 1.2. Role of assessment in education 1.3. Role of evaluation in education 2. Different types of tests <ol style="list-style-type: none"> 2.1 Concept of standardized and non-standardized test 2.2 Norm-Suggested Readings test 2.3 Criterion-Suggested Readings test 2.4 Performance assessment 2.5 Individual and group tests 3. Characteristics of Test <ol style="list-style-type: none"> 3.1 Reliability <ol style="list-style-type: none"> 3.1.1 Definition of reliability 3.1.2 Types of reliability 3.1.3 Use of reliability 3.2 Validity <ol style="list-style-type: none"> 3.2.1 Definition of validity 3.2.2 Types of validity 3.2.3 Evidence of validity 3.2.4 Reliability and validity 		

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| <ul style="list-style-type: none">4. Designing Learning Outcomes<ul style="list-style-type: none">4.1 Selection of instructional Learning Outcomes4.2 Bloom Taxonomy4.3 Solo Taxonomy4.5 Methods of stating instructional Learning Outcomes4.6 Preparing a table of specification4.7 Use the table of specification as a basis for preparing test5. Statistical concepts related with testing<ul style="list-style-type: none">5.1 Scales of measurement5.2 Measures of central tendency5.3 Indices of variability5.4 Types of distributions5.5 Correlation6. Types of Tests<ul style="list-style-type: none">6.1. Supply type items<ul style="list-style-type: none">6.1.1. Essay type6.1.2. Short answer6.1.3. Completion6.1.4. Advantages and limitations6.2. Rules for constructing supply type questions6.3. Methods of improvement and effective use (Rules for scoring essay tests etc)6.4. Selection types test<ul style="list-style-type: none">6.4.1. Multiple choice items6.4.2. True false items6.4.3. Matching items6.4.4. Completion items6.5. Rules for constructing various types of objective test items7. Item Analysis<ul style="list-style-type: none">7.1. Test construction7.2. Test administration7.3. Item analysis8. Assembling, Administering and Evaluating the Test<ul style="list-style-type: none">8.1. Reviewing and editing the items8.2. Arranging the items in the test8.3. Preparing directions8.4. The problem of guessing8.5. Reproducing the test8.6. Administering the test8.7. Scoring the test8.8. Rubrics8.9. Building test file8.10. Item bank9. Grading and Reporting<ul style="list-style-type: none">9.1. Concept of grading9.2. Types of grading9.3. Reporting results to different stakeholders10. New Trends and Issues<ul style="list-style-type: none">10.1. Portfolio Assessment |
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	10.2. Dynamic Assessment 10.3. Computer assisted assessment and evaluation
Textbook(s)	Linn, R. L., & Miller, D. M. (2013). <i>Measurement and assessment in teaching</i> (11 th ed.). Pearson Education, Inc. McMillan, J. H. (2018). <i>Classroom assessment: Principles and practice that enhance student learning and motivation</i> (7 th ed.). Pearson Education, Inc.
Suggested Reading	Chappuis, J., & Stiggins, R. (2020). <i>Classroom assessment for student learning: Using it well</i> (3 rd ed.). Fautley, M., & Savage, J. (2008). <i>Assessment for learning and teaching in secondary schools</i> . Learning Matters Ltd. Frey, B. B. (2013). <i>Modern classroom assessment</i> . SAGE Publications, Inc. Hall, K., & Bruke, W. M. (2004). <i>Making formative assessment work: Effective practice in the primary classroom</i> . Open University Press. Moss, C. M., & Brookhart, S. M. (2009). <i>Advancing formative assessment in every classroom: A guide for instructional leaders</i> . ASCD. Popham, W. J. (2000). <i>Modern educational measurement: Practical guidelines for educational leaders</i> (3 rd ed.). Boston, MA: Allyn and Bacon. Popham, W. J. (2017). <i>Classroom assessment: What teachers need to know</i> . Pearson Education, Inc. Thorndike, R. M., & Thorndike-Christ, T. (2014). <i>Measurement and evaluation in psychology and education</i> . Pearson Education Limited Wortham, S. C. (2014). <i>Assessment in early childhood education</i> (6 th ed.). Pearson Education Limited.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Research in Education		Course Type: Major Course of Education	
Course Code: MCEd-310	Credit Hours: 3	Duration: 16 Weeks	
Introduction	<p>This course is an introduction to educational research and methods used in the study of educational settings and institutions. One of the major purposes of this course is to familiarize students with basic methods and techniques for designing, conducting, and analysing research in education. Emphasis is on developing appropriate and researchable questions, reviewing the literature critically, and planning cogent research.</p> <p>Equal attention will be paid to the process of instrument development (e.g. attitude scale, questionnaire) so that valid and reliable data can be produced and subsequently analysed. The second major purpose of this course is to build up a solid knowledge base on which selection of an appropriate statistical tool from a variety of parametric and non-parametric procedures can be made.</p> <p>Extensive emphasis will be placed on using the most modern tools for locating information resources and for communicating and sharing research knowledge with fellow student's and other professionals. Thus tools such as e-mail, the Internet, the World Wide Web. Electronic data base, and electronic search engines are integral part of this course.</p>		
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and describe the importance and use of educational research. 2. Identify and discuss the major types of research methodologies; 3. Identify and conceptualize research question and problem statements. 4. Review and evaluate relevant literature; 5. Formulate and state the hypotheses; 6. Describe techniques related to sampling, statistical analysis, and research design. 7. Develop data collection instruments commonly used in research in education; 8. Define and discuss the concept of validity and reliability; 9. Analyse and interpret statistical data 10. Use the Internet for access to ERIC, the www., e-mail and other informational resources; 11. Develop a research proposal; 12. Evaluate a research report/article. 		

<p>Course Content</p>	<ol style="list-style-type: none"> 1. Introduction to educational research <ol style="list-style-type: none"> 1.1. Meaning and definition of educational research 1.2. The scientific method 1.3. Purposes and features of research 1.4. Application of the scientific methods in education 2. Types of research <ol style="list-style-type: none"> 2.1. Research by Purpose <ol style="list-style-type: none"> 2.1.1. Basic research 2.1.2. Applied research 2.1.3. Evaluative research 2.1.4. Research and Development 2.1.5. Historical research 2.1.6. Action research 2.2. Research by Method <ol style="list-style-type: none"> 2.2.1. Qualitative research <ol style="list-style-type: none"> 2.2.1.1. Grounded theory 2.2.1.2. Ethnography 2.2.1.3. Phenomenological research 2.2.1.4. Action Research 2.2.2. Quantitative research <ol style="list-style-type: none"> 2.2.2.1. Descriptive research 2.2.2.2. Correlational research 2.2.2.3. Causal comparative research 2.2.2.4. Experimental research 3. Research problem <ol style="list-style-type: none"> 3.1. Selection 3.2. Sources 3.3. Characteristics/criteria 3.4. Statement 4. Review of related literature <ol style="list-style-type: none"> 4.1. Definition, purpose, and scope 4.2. Preparation 4.3. Sources 4.4. Abstracting 4.5. Reporting 5. Research hypothesis or questions <ol style="list-style-type: none"> 5.1. Definition and purpose 5.2. Characteristics 5.3. Types of hypotheses 5.4. Stating the hypothesis/question 6. Sampling <ol style="list-style-type: none"> 6.1. Definition and purpose 6.2. Techniques of sampling
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	<p>6.3. Probability sampling techniques</p> <p>6.4. Random sampling</p> <p>6.5. Stratified sampling</p> <p>6.6. Cluster sampling</p> <p>6.7. Systematic sampling</p> <p>6.8. Non-probability sampling techniques</p> <p>6.9. Convenience sampling</p> <p>6.10. Purposive/judgmental sampling</p> <p>6.11. Snowball sampling</p> <p>6.12. Quota sampling</p> <p>7. Research instruments</p> <p>7.1. Purpose of research instruments</p> <p>7.2. Characteristics of research instruments</p> <p>7.3. Validity</p> <p>7.4. Reliability</p> <p>7.5. Usability</p> <p>7.6. Construction of instruments</p> <p>7.7. Questionnaire</p> <p>7.8. Observation scale</p> <p>7.9. Rating scale</p> <p>7.10. Tests (and their types)</p> <p>8. Collection and analysis of data</p> <p>8.1. Data collection</p> <p>8.2. Scoring, coding, and tabulation of data</p> <p>8.3. Data analysis</p> <p>8.4. Interpretation of data</p> <p>9. Statistics in education</p> <p>9.1. Need of statistical analysis</p> <p>9.2. Levels of measurement</p> <p>9.3. Descriptive statistics</p> <p>9.4. Inferential statistics</p> <p>9.5. Parametric tests (t-test, f-test)</p> <p>9.6. Non-parametric test (χ^2)</p> <p>10. Writing research proposal and report</p> <p>10.1. General rules for writing and typing</p> <p>10.2. Formal and style</p> <p>10.3. Type of research reports</p> <p>10.4. Theses and dissertations</p> <p>10.5. Journals article</p> <p>10.6. Papers read at professional meetings</p>
Textbook(s)	Creswell, J. W. (2017). <i>Research design: Quantitative, qualitative, and mixed methods approaches</i> (5 th ed.). London: Sage Publications.

	<p>Creswell, J. W. (2020). <i>Research design: Planning, conducting, and evaluating Quantitative, qualitative research</i> (6th ed.). London: Pearson.</p> <p>Fraenkel, J. R., Wallen, E. N., & Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). New York: McGraw-Hill.</p> <p>Gall, M. D., Gall, J. P., & Borg, W. R. (2007). <i>Educational research: An introduction</i> (8th ed.). New York: Pearson</p> <p>Gay, L. R. (2019). <i>Educational research: Competencies for analysis and application</i> (12th ed.). New York: Macmillan Publishing Co.</p> <p>Johnson, B., & Christensen, L. (2019). <i>Educational research: Quantitative, qualitative and mixed approaches</i> (7th ed.). London: Sage Publications.</p>						
Suggested Reading	<p>Anderson, G., & Arsenault, N. (1998). <i>Fundamental of educational research</i> (2nd ed). London: The Falmer Press.</p> <p>Abell, N., Springer, D. W., & Kamata, A. (2009). <i>Developing and validating rapid assessment instrument</i>. New York: Oxford University Press.</p> <p>Babbie, E. (2010, 2007). <i>The practice of social research</i>. Australia: Wadsworth Cengage Learning.</p> <p>Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research methods in education</i> (5th ed.). New York: Routledge.</p> <p>Colton, D., & Covert, R. W. (2007). <i>Designing and constructing instruments for social research and evaluation</i>. United State of America: Jhon Wiley & Sons, Inc.</p> <p>DeMarrais, K. & Lapan, S. D. (2004). <i>Foundations for research methods of inquiry in education and social science</i>. London: Lawrence Erlbaum Associates Publishers.</p> <p>Fink, A. (2014). <i>Conducting research literature reviews: From the internet to paper</i>. Los Angeles: Sage Publications.</p> <p>McCoach, B. D., Gable, R. K., & Madura, J. P. (2013). <i>Instrument development in the affective domain: School and corporate Applications</i>. New York: Springer.</p> <p>Neuman, W. L. (2015). <i>Social research methods: Qualitative and quantitative approaches</i>. New Dehli: Pearson.</p> <p>Ridley, D. (2012). <i>The literature review: A step-by-step guide for students</i>. Los Angeles: Sage Publications.</p> <p>Scott, D., & Usher, R. (2011). <i>Researching education: Data, methods and theory in educational enquiry</i>. London: Sage.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Teaching Profession		Course Type: Major Course of Education
Course Code: MCEd-304	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>Learning to teach is a continuous process which involves pre-service teacher preparation and mentoring for beginning teachers and professional development. The purpose of this course is to assist student teachers to grasp the theory of professionalism and implement the same into practice needed for teaching profession. Teaching is the profession that is on the edge of a great transformation all over the world. At the same time the expectations about teacher's performance, roles, responsibilities, enthusiasm, and commitment are increasing. Enhancing professionalism among teachers is an area of global concern. Developing cognitive skills is not the only criteria for effective performance, we also need to develop the affective skills of student teachers so that they can demonstrate the dispositions required of them mentioned in the National Standards for Teachers in Pakistan. This course will broaden the horizon of student teachers in determining the relationship of theory and practice of professionalism in respect of commitment and dedication for teaching through depicting dispositions required for teaching profession</p>	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept and characteristics of profession and professional 2. Describe and adopt the characteristics professionals and effective teaching 3. Define and discuss the term professionalization and its process and establish their awareness about the professionalization of teaching profession 4. Recognize the requirements and characteristics of professionalism and depict their commitment and enthusiasm towards teaching profession 5. Adhere to the professional code of conduct and professional values and show their commitment to professional renewal 6. Depict their commitment towards teaching through practicing professional dispositions for teachers 7. Demonstrate and practice Islamic principles of professionalism regarding teacher's accountability 8. Identify the difficulties that beginners' teachers face and recognize the role of mentor in overcoming these difficulties 9. Develop awareness about the attributes of professional teachers as reflective practitioner, transformative, enquiring, committed and a role model 10. Recognize their professional distinctiveness and develop skills for carrier development to match their expertise with changing teaching learning scenarios 11. Appraise and align their knowledge, skills and attitudes with Suggested Readings to national professional standards for teachers in Pakistan and Write reflective journals and become effective professional teacher of 21st century 	
Course Content	<p>1. Introduction of Profession and Concept of Teaching</p> <ol style="list-style-type: none"> 1.1. Concept of Profession and Professionals 1.2. Characteristics of Profession and Professionals 1.3. Assumption about Teaching 	

	<p>1.4. Teaching as a Profession 1.5. Characteristics of Effective Teaching</p> <p>2. Professionalization Process and Professionalism</p> <p>2.1. Concept and Process of Professionalization 2.2. Professionalization of Teaching Profession 2.3. Definition and Characteristics of Professionalism 2.4. Subject and Pedagogical Knowledge 2.5. Importance of Commitment and Devotion in Teaching</p> <p>3. Professionalism in Teaching: Theory to Practice</p> <p>3.1. Code of Professional Conduct and Values 3.2. Commitment to Professional Renewal 3.3. Professional Dispositions for Teachers 3.4. Islamic Principles of Professionalism 3.5. Problems faced by Beginner Teachers: Highlighting Role of Mentoring</p> <p>4. Attributes of Professional Teacher As A/ An:</p> <p>4.1. Reflective Practitioner 4.2. Transformative Teacher 4.3. Enquiring Teacher 4.4. Committed Teacher 4.5. Role Model</p> <p>5. Changing Role of the Teacher: Beyond Classroom</p> <p>5.1. Teacher’s Professional Identity 5.2. Career Development 5.3. Writing Reflective Journals</p> <p>6. Write A Review of National Professional Standards for Teachers in Pakistan</p>
Textbook(s)	Monteiro, A. R. (2015). <i>The Teaching Profession: Present and Future</i> . Springer.
Suggested Reading	<p>Beckett, D., & Hager, P. (2002). <i>Life, work and learning: Practice in post modernity</i>. Routledge.</p> <p>Bolton, G. (2005). <i>Reflective practice: Writing and professional development</i>. Sage.</p> <p>Campbell, E. (2003). <i>The ethical teacher</i>. Open University.</p> <p>Day, C., Kington, A., Stobart, G., Sammons, P. & Gu, Q. (2007). <i>Teachers matter</i>. Open University Press.</p> <p>Edwards, R., & Usher, R. (2002). <i>Globalisation and pedagogy: Space, place and identity</i>. Routledge.</p> <p>Freidson, E. (2001). <i>Professionalism: The third logic</i>. Polity.</p> <p>Goodson, I. F. (2003). <i>Professional knowledge, professional lives: Studies in education and change</i>. Maidenhead: Open University Press.</p> <p>Mahony, P., & Hextall, I. (2000). <i>Reconstructing teaching: Standards, performance and accountability</i>. London: Routledge Falmer.</p> <p>Malin, N. (Ed.). (2000). <i>Professionalism, boundaries and the workplace</i>. London: Routledge.</p> <p>Walker, M. (Ed.). (2001). <i>Re-constructing professionalism in university teaching: Teachers and learners in action</i>. Buckingham: The Society for Research into Higher Education & Open University Press.</p> <p><i>National Professional Standards for Teachers</i>. Retrieved from http://www.ascd.org/publications/books/100047/chapters/Professionalism,_Teacher_Efficacy,_and_Standards-Based_Education.aspx</p>

Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Instructional Technology		Course Type: Major Course of Education
Course Code: MCEd-309	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course aims to help the students increase their proficiency in - Instructional Technology by enhancing their knowledge in the subject.	
Learning Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Understand and explain the foundations of Technology 2. Apply their knowledge in different situations 3. Develop a sense of understanding the trends and issues of instructional Technology 	
Course Content	<p>1. Introduction</p> <ol style="list-style-type: none"> 1. Definition, meaning, nature and other terms. 2. Technology in Education. 3. A System Approach. 4. Development of the main Concern of Educational Technology. <ul style="list-style-type: none"> • The Elton Model • The Mass Communication Phase • The Individual Learning Phase • The Group Learning Phase <p>2: Communication and Interaction:</p> <ol style="list-style-type: none"> 1. Theory of communication 2. Communication cycle 3. The role of teachers <ul style="list-style-type: none"> • As performers • As composers • As conductor • As critic 4. Role of learners <ul style="list-style-type: none"> • Receiver role • Detective role • Generator role • Facilitator role 5. Communication in class 6. Teacher's behaviour and classroom instruction 7. Interaction analysis 8. Flangers's system of interaction analysis 9. Micro teaching <p>3: Basic Educational Strategies</p>	

	<ol style="list-style-type: none"> 1. The teacher /institution centered approach 2. The Student Centered Approach 3. The Keller Planned Approach 4. Mix and match Approach <p>4: Educational Objectives</p> <ol style="list-style-type: none"> 1. An Objective Based Approach to learning 2. Types of objectives 3. Bloom’s Taxonomy of Educational Objectives <p>5: Determining Instruction Strategies and Selecting Instructional Media</p> <ol style="list-style-type: none"> 1. The Nature of Instructional Media 2. Looking at Media 3. Operates of Media 4. The Manipulative Property 5. The Distributive Property 6. Types of Media 7. Selection of Media 8. Four Steps Process 9. The Our Technologies 10. Computers In Education 11. Educational Print Materials 						
Textbook(s)	Wadsworth, B. J. (1984). <i>Piaget's Theory of Cognitive and Affective Development</i> : Longman.						
Suggested Reading	Washton, N. S. (1967). <i>Teaching science creatively in the secondary schools</i> : WB Saunders Co.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Assignment/Project/Presentation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Mid Term</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Final Term</td> <td style="text-align: right;">40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: General Methods of Teaching		Course Type: Major Course of Education	
Course Code: MCEd-305	Credit Hours: 3	Duration: 16 Weeks	
Introduction	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 Objectives	After studying the course students will be able to: <ol style="list-style-type: none"> 1. Explain the basic concepts of teaching 2. Demonstrate the essential attributes of the effective teacher 3. Describe the importance and types of teacher planning 4. Practice different teaching methods in classroom 5. Organize classroom discussion and demonstrate its appropriate use 6. Apply various techniques to motivate students 7. Select appropriate audio-visual aids in classroom teaching. 		
Course Content	<ol style="list-style-type: none"> 1. Teaching Approaches <ol style="list-style-type: none"> 1.1. Teacher Centered 1.2. Student Centered 1.3. Student Led 2. Teaching Styles <ol style="list-style-type: none"> 2.1. Authoritative 2.2. Delegator 2.3. Facilitator 2.4. Demonstrator 2.5. Hybrid 3. Teaching Methods <ol style="list-style-type: none"> 3.1. Inductive Method 3.2. Deductive Method 3.3. Inquiry Method 3.4. Scientific Method 3.5. Heuristic Method 3.6. Project Method 3.7. Problem Solving Method 3.8. Lecture Method 3.9. Laboratory Method 4. Teaching Techniques <ol style="list-style-type: none"> 4.1. Oral Work 4.2. Written Work 4.3. Drill 4.4. Assignment 4.5. Self-Study 4.6. Discussion <ol style="list-style-type: none"> 4.6.1. Small Group 4.6.2. Large Group 4.7. Debates 		

	<ul style="list-style-type: none">4.8. Symposium4.9. Colloquium4.10. Demonstration4.11. Home-task5. Teaching Strategies<ul style="list-style-type: none">5.1. Prompting5.2. Modeling5.3. Feedback and Correctives5.4. Strategies for Incorrect Responses5.5. Concept Mapping5.6. Using Examples and Nonexamples5.7. Learner Experience5.8. Use of Student Ideas6. Questioning Strategies<ul style="list-style-type: none">6.1. What Is a Question?6.2. Purposes of Questions6.3. Convergent and Divergent Questions6.4. Targets of Questions6.5. Sequences of Questions6.6. Levels of Questions6.7. Probing6.8. Wait Time6.9. Common Problems in Using Questions7. Cooperative Learning<ul style="list-style-type: none">7.1. Teacher–Student Interaction7.2. Student–Student Interaction7.3. Task Specialization and Materials7.4. Role Expectations and Responsibilities7.5. Student Teams–Achievement Division (STAD)7.6. Teams–Games–Tournaments7.7. Jigsaw II7.8. Team-Assisted Individualization8. Teaching and Technology<ul style="list-style-type: none">8.1. Web 2.0 Technologies8.2. Virtual Worlds8.3. Digital Gaming in the Classroom8.4. Course Management Technologies8.5. Applications of Online Learning9. Aims, Goals, Objectives<ul style="list-style-type: none">9.1. Purpose of Objectives<ul style="list-style-type: none">9.1.1. Cognitive9.1.2. Behavioral9.2. Specifying the Learning Outcomes9.3. Domains of Learning<ul style="list-style-type: none">9.3.1. Cognitive9.3.2. Affective9.3.3. Psychomotor9.4. SMART Technique9.5. Behavioral Objectives10. Lesson Planning<ul style="list-style-type: none">10.1. The Need for Lesson Planning10.2. Requirements for Lesson Planning
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	<p>10.3. Unit Planning 10.4. Weekly Planning 10.5. Daily Planning</p> <p>11. Classroom Management</p> <p>11.1. Connecting with Students 11.2. Earning Trust 11.2.1. Expert Leadership 11.2.2. Referent Leadership 11.2.3. Legitimate Leadership 11.2.4. Reward Leadership 11.3. Stages of Group Development 11.3.1. Forming 11.3.2. Storming 11.3.3. Norming 11.3.4. Performing 11.4. Establishing an Effective Classroom Climate 11.4.1. The Social Environment 11.4.2. The Organizational Environment 11.4.3. Establishing Rules and Procedures 11.5. Problem Areas in Classroom Management 11.5.1. Monitoring Students 11.5.2. Making Transitions 11.5.3. Giving Assignments 11.5.4. Bringing Closure 11.6. Planning Your First Day 11.6.1. Before the Bell 11.6.2. Introducing Yourself 11.6.3. Preparing an Introductory Activity 11.6.4. Rules and Expectations 11.6.5. Introducing Your Subject 11.6.6. Closure</p>						
Textbook(s)	<p>Borich, G. D. (2017). <i>Effective Teaching Methods (9th ed.)</i>. Pearson. Burden, P. R., & Byrd, D. M. (2019). <i>Methods for effective teaching: Meeting the needs of all students (8th ed.)</i>. Pearson</p>						
Suggested Reading	<p>Arends, R. I. (2007). <i>Learning to teach (7th ed.)</i>. McGraw Hill. Cruikshank, D. R., Jenkins, D. B., & Metcalf, K. K.(2009). <i>The act of teaching</i>. McGraw-Hill Higher Education. Ellington, H., Percival, F., & Race, P. (2005). <i>Handbook of educational technology (3rd ed.)</i>. Kogan Page Limited. Mendler, A. (2009). <i>Motivating Students who don't care: Successful techniques for educators</i>. Solution Tree Press.</p>						
Teaching/Learning Strategies	<p>Lecture Discussion Cooperative Learning Class activities Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title	Quran Translation	
Course Code: QT-100	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course intends to move towards development of understanding of the Holy Quran. To become a practicing Muslim, it is necessary to understand the translation and message in verses for mankind. Quran guides us how to lead our life and what are the responsibilities of each of us as a member of the society.	
Learning Objectives	After studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the meanings of Holy Quran 2. Relate the instructions given by Almighty Allah and practices in society 3. Elaborate the rights and duties as a Muslim in individual as well as society 4. Practice the guidelines given by Allah to perform the role of Naib/Khalifa 	
Course Content	<p>سمشتر I: سورة الفاتحة تا سورة آل عمران سمشتر II: سورة النساء تا سورة الأنعام سمشتر III: سورة الأعراف تا سورة يونس سمشتر IV: سورة هود تا سورة الكهف سمشتر V: سورة مريم تا سورة الفرقان سمشتر VI: سورة الشعراء تا سورة ص سمشتر VII: سورة الزمر تا سورة ق سمشتر VIII: سورة الذاريات تا سورة الناس</p>	
Textbook(s)	Quran	
Suggested Reading	<p>Allama Ghulam Rasool Saeedi (2009). <i>Tafsir Tibyan-ul-Quran (Urdu)</i>. Darul-Uloom Naeemiya, Karachi. Fareed Book Stall, Lahore. http://www.maktabah.org/aa/item/1863-tibyanulquran</p> <p>Maulana Ahmed Saeed Dehlvi (2000). <i>Kashf-ur-Rahman</i>. Maktaba e Rasheedia, Karachi. http://www.equranlibrary.com/tafseer/kashfurrahman/1/1</p>	

	<p>Maulana Syed Abul Ala Modudi (1976). <i>Tarjuma Quran</i>. Idara e Tarjuman Al Quran, Lahore. https://kitabosunnat.com/kutub-library/tarjuma-quran-majeed-molana-modoodi#tab3</p> <p>Mufti Taqi Usmani (2010). <i>Aasan Tarjuma e Quran</i>. Maktba e Muaraf Al-Quran, Karachi. https://muftitaqiusmani.com/ur/books</p> <p>Shah Abdul Qadir Dehlvi (1991). <i>Mozia Al Quran</i>. H.M Saeed Company, Karachi.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Technical Writing and Presentation Skills		Course Type: Major Course of Education
Course Code: MCEd-311	Credit Hours: 3	Duration: 16 Weeks
Introduction	The course aims to help the students increase their proficiency in Technical writing skill by enhancing their knowledge in the subject.	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze a variety of professional rhetorical situations and produce appropriate texts in response. 2. Identify and understand the facets and functions of primary genres of technical writing including letters, memos, reports, proposals, resume and emails. 3. Write for the intended readers of a text, and design or adapt to audiences who may differ in their familiarity with their subject matter. 4. Demonstrate improved competence in standard written English focusing on clarity, coherence and concision. 5. Improve their Oral Presentation Skills. 	
Course Content	<ol style="list-style-type: none"> 1. Why Teach Technical Writing? <ol style="list-style-type: none"> 1.1. Definition 1.2. Rationale 1.3. Technical Writing vs. Essays 1.4. Five Components of Technical Writing 2. Traits of Technical Writing <ol style="list-style-type: none"> 2.1. Clarity 2.2. Conciseness 2.3. Accessibility 2.4. Audience Recognition 2.5. Accuracy 3. Applications of Technical Writing <ol style="list-style-type: none"> 3.1. Letters 3.2. Memos 3.3. Reports 3.4. The Job Search <ol style="list-style-type: none"> 3.4.1. (Resume, Cover letter, Interviewing) 3.5. Instructions 3.6. Proposals 3.7. Newsletters 4. Organizing, Writing and Revision <ol style="list-style-type: none"> 4.1. Content Management 4.2. Methods of Development 4.3. Preparation 4.4. Proof Reading 4.5. Revision 	

	<p>4.6. Writing Draft</p> <p>5. Grammar & Composition</p> <p>5.1. Tenses</p> <p>5.2. Active and Passive Voice</p> <p>5.3. Direct and Indirect Speech</p> <p>5.4. Idioms and Pair of Words</p> <p>5.5. Parts of Speech</p> <p>5.6. Punctuation and Mechanics</p> <p>6. Presentation Skills</p> <p>6.1. Learning Audience Behaviours</p> <p>6.2. PowerPoint Presentations</p> <p>6.2.1. Visuals</p> <p>6.2.2. Brightness and afterimage</p> <p>6.2.3. Layout, templates, and typefaces</p> <p>6.2.4. Using presentation software to the full</p> <p>6.2.5. How to prepare a hyperlinked show</p> <p>6.2.6. Adapting information for slide shows</p> <p>6.3. Oral Presentation</p> <p>6.4. Nerves and Body Language</p> <p>6.4.1. Charisma, authority, and influence</p> <p>6.4.2. Use of space</p> <p>6.4.3. Learning to observe</p> <p>6.4.4. Proxemics</p> <p>6.4.5. Displacement activities</p> <p>6.4.6. Creating rapport</p> <p>6.4.7. Spot the liar</p> <p>6.4.8. Putting body language together</p>						
Textbook(s)	<p>Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). <i>Handbook of technical writing</i>. New York: Macmillan.</p> <p>Siddons, S. (2008). <i>Presentation skills handbook: How to understand and reach your audience for maximum impact and success</i>. Kogan Page Limited.</p> <p>Thomas, S., & Roychoudhury, P. (2018). <i>Collins English grammar and composition 8</i>. HarperCollins Publishers India Private Limited.</p>						
Suggested Reading	<p>Gerson, S. (2008). <i>Writing that works: A Teacher's Guide to Technical Writing</i>. Steven Kansas Curriculum Center, Washburn University.</p> <p>Lindsell-Roberts, S. (2011). <i>Technical writing for dummies</i>. Indiana: John Wiley & Sons.</p> <p>Swan, M. (2005). <i>Practical English usage</i>. New York: Oxford University Press.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Information and Communication Technology (ICT)		Course Type: Distribution Course
Course Code: DCEd-202	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course will prepare teachers to understand, use and apply technologies (computer, digital camera, mobile phones) in an effective, efficient, and ethical ways. Prospective teachers will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. Teachers-in-training will engage with the design and creation of exciting, intellectually challenging and authentic learning environments. Trainees in this course will examine how Information Communication Technology (ICT) might be used to both enhance and transform learning.	
Learning Objectives	<p>After studying the course students will be able to:</p> <ol style="list-style-type: none"> 1. Use computer technology as a tool for communication & collaboration, problem solving 2. Develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice. 3. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning 4. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning 5. Develop confidence, skill and an attitude to use a range of technologies for instruction and long learning. 6. Use computers technology for personal & professional growth, for research and generating new knowledge. 	
Course Content	<ol style="list-style-type: none"> 1. What is a computer? <ol style="list-style-type: none"> 1.1. Logical Construction 1.2. Physical Construction 1.3. Moore's Law 2. Bits, Bytes, and Representation of Information <ol style="list-style-type: none"> 2.1. Analog Versus Digital 2.2. Analog-Digital Conversion 2.3. Bits, Bytes, and Binary 3. Inside the Processor <ol style="list-style-type: none"> 3.1. The Toy Computer 3.2. Real Processors 3.3. Caching 3.4. Other Kinds of Computers 4. Windows 10 Interface 	

- 4.1. Start Menu
- 4.2. Taskbar
- 4.3. System Tray
- 4.4. Desktop
- 4.5. File Explorer
- 4.6. Managing your Files
- 4.7. Setting up a Desktop Background
- 4.8. Check Space Usage
- 4.9. Taking a Screenshot
- 4.10. Computer Security
- 4.11. Types of Malicious Programs
- 4.12. View List of Programs Installed
- 4.13. Keyboard Shortcuts

5. The Internet

- 5.1. What is the Internet?
- 5.2. Internet Concepts
- 5.3. Anatomy of a URL
- 5.4. How the Internet Works?
- 5.5. Browsing on your PC
- 5.6. Browsing on your Smartphone
- 5.7. Beyond your Web Browser and PC/Smartphones
- 5.8. Internet Security
- 5.9. Content on the Internet
 - 5.9.1. Creation of Content
 - 5.9.2. Free and Paid Content
- 5.10. Uses of Internet

6. Connections

- 6.1. Connection Mediums and Media
- 6.2. Connection Directionality
- 6.3. Digital and Analog Media
- 6.4. IP Based Connection
 - 6.4.1. LAN
 - 6.4.2. Wi-Fi
 - 6.4.3. Mobile Data Network
 - 6.4.4. Fiber
- 6.5. Non-IP Based Connections
 - 6.5.1. Bluetooth
 - 6.5.2. USB
 - 6.5.3. Consumer Infrared
 - 6.5.4. Audio and Video Connections
- 6.6. Combination of IP and Non-IP based Connections
 - 6.6.1. Hotspots and Tethering
 - 6.6.2. Viewing data from Smart Devices Online
- 6.7. Understanding Connection Speed
- 6.8. Usage of Different Connections

7. Email

- 7.1. What is Email?
 - 7.1.1. Email Protocols
 - 7.1.2. Email Programs/Apps
- 7.2. Gmail

- 7.3. Email Concepts
 - 7.3.1. Signing Up for Email
 - 7.3.2. Organizing Emails
 - 7.3.3. Folders and Labels on Gmail
 - 7.3.4. Composing an Email
 - 7.3.5. Replying to an Email
 - 7.3.6. Forwarding an Email
 - 7.3.7. Printing an Email
- 7.4. Gmail Features
- 7.5. Email Etiquette
- 8. Productivity Apps**
 - 8.1. Types of Productivity Apps
 - 8.1.1. Editor vs. Views Apps
 - 8.1.2. Offline vs. Online Apps
 - 8.1.3. Native vs. Web Apps
 - 8.1.4. Free vs. Licensed Apps
 - 8.2. Portable Document Format
 - 8.3. Sharing Documents
 - 8.4. File Privacy and Security
- 9. Working with Microsoft Word**
 - 9.1. Navigating through a Document
 - 9.2. Finding and Replacing Text
 - 9.3. Checking your Spelling and Grammar
 - 9.4. Document Viewing
 - 9.5. Changing Font Size, Style, and Colour
 - 9.6. Highlighting Text and Using Effects
 - 9.7. Text Alignment
 - 9.8. Line Spacing and Making Lists
 - 9.9. Using Ruler
 - 9.10. Inserting New Pages and Page Breaks
 - 9.11. Header and Footer
 - 9.12. Organizing Text in Tables
 - 9.13. Formatting, Colouring, Sorting, and Deleting Tables
- 10. Playing the Numbers with Excel**
 - 10.1. Understanding Spreadsheets
 - 10.2. Typing in Cells
 - 10.3. Formatting Numbers and Cells
 - 10.4. Editing Cells, Rows, Columns, and Sheets
 - 10.5. Organizing Formulas
 - 10.6. Using Functions
 - 10.7. Editing a Formula
 - 10.8. Conditional Formatting
 - 10.9. Data Validation
 - 10.10. Playing with Scenarios
 - 10.11. Creating and Editing a Chart
 - 10.12. Chart Tools
 - 10.12.1. Chart Type
 - 10.12.2. Data Source
 - 10.12.3. Switching Rows and Column
 - 10.12.4. Changing Parts of a Chart

10.12.5. Layout of a Chart

10.13. Sparklines

11. Making Presentations with PowerPoint

11.1. Creating a PowerPoint Presentation

11.2. Working with Text

11.3. Applying a Theme

11.4. Changing the Background

11.5. Adding Graphics, Movies, and Sounds to a Slide

11.6. Organizing Slides in Sections

11.7. Adding Visual Transitions and Hyperlinks

12. Storing Stuff in Access

12.1. Understanding the Basics of a Database

12.2. Designing, Editing, and Modifying a Database

12.3. Typing Data into a Database

12.4. Searching, Sorting, and Querying a Database

12.5. Creating Database Report using the Report Wizard

12.6. Manipulating Data in a Report

12.7. Editing and Designing Reports

13. Maps

13.1. Introduction to maps

13.2. Paper Maps

13.3. Digital Maps

13.3.1. Place

13.3.2. Source, Destination, and Distance

13.3.3. Rout, Time, and Mode

13.4. Google Maps

13.4.1. Navigation

13.4.2. Sharing

14. Social Media

14.1. Introduction to Social Networking

14.2. Types of Social Networks

14.3. Social Media Terminology

14.3.1. Facebook

14.3.2. Business on Social Media

14.3.3. Network Connections

14.3.4. Indirect Networks

14.4. Instagram

14.5. Twitter

14.6. Privacy on Social Media

14.6.1. You and Your Information

14.6.2. Apps

14.7. WhatsApp

14.7.1. Introduction to WhatsApp

14.7.2. Types of Communication

14.7.3. Etiquette and Responsibility

14.8. Social Media Etiquette

15. Money and Payments

15.1. Introduction to Money Sources

15.2. Introduction to Payment methods

15.3. Money Transactions on the Internet

	<p>15.4. Payment methods in Pakistan 15.5. Transacting Securely</p> <p>16. Managing your Privacy 16.1. Introduction to Information Privacy 16.2. Classification of Information 16.3. Privacy vs. Security 16.4. Social Engineering</p> <p>17. Reviews 17.1. Introduction to Reviews 17.2. Anatomy of a Review 17.3. Navigating Reviews 17.4. Popular Review Websites 17.5. Driving Insights from Reviews</p> <p>18. Beyond Your PC and Smartphones 18.1. Cloud Computing 18.2. Your TV and the Internet 18.3. Digital Voice Assistants 18.4. Voice Assistants and Home Automation 18.5. Artificial Intelligence 18.5.1. Thinking Machines 18.5.2. Expert Systems 18.5.3. Neural Networks 18.5.4. Natural-Language Processing 18.5.5. Robotics</p>
Textbook(s)	<p>Grover, M. R. (2021). <i>Embracing technology: Get tech-savvy by learning about your computer, smartphone, internet, and social media applications</i>. BPB Publications.</p> <p>Wang, W. (2018). <i>Office 2019 for dummies</i>. John Wiley & Sons, Inc.</p>
Suggested Reading	<p>Adkins, M. C., & Murre-Wolf, S. (2019). <i>Skills for success with Microsoft Office 2019: Introductory</i>. Pearson.</p> <p>Bell, P. (2017). <i>Edexcel international GCSE (9-1): Information and communication technology</i>. Pearson Education.</p> <p>Dale, N., & Lewis, J. (2020). <i>Computer science illuminated (7th ed.)</i>. Jones & Bartlett Learning, LLC.</p> <p>Evans, A., Martin, K., & Poatsy, M. A. (2020). <i>Technology in action: Complete (16th ed.)</i>. Pearson Prentice Hall.</p> <p>Gaskin, S., & Pritchard, H. (2017). <i>GO! with Windows 10: Introductory</i>. Pearson</p> <p>Geoghan, D. (2022). <i>Visualizing technology (9th ed.)</i>. Pearson.</p> <p>Kernighan, B. W. (2021). <i>Understanding the digital world: What you need to know about computers, the internet, privacy, and security (2nd ed.)</i>. Princeton University Press.</p> <p>Sargent, B., Watson, D., & Brown, G. (2015). <i>Cambridge IGCSE ICT (2nd ed.)</i>. Hodder Education.</p>
Teaching/Learning Strategies	<p>Lecture Discussion Cooperative Learning Class activities Applied Projects</p>

	<ul style="list-style-type: none">3.4. Document Control3.5. Purchasing3.6. Product Identification and Traceability3.7. Process Control3.8. Inspection and Testing3.9. Inspection, Measuring, and Test Equipment3.10. Inspection and Test Status3.11. Nonconformance3.12. Corrective Action3.13. Quality Records3.14. Quality Audits3.15. Training <p>4. Developing A Project Quality Plan</p> <ul style="list-style-type: none">4.1. Goals and Objectives4.2. Responsibilities4.3. Approach4.4. Project Planning <p>5. Developments in Project Management</p> <ul style="list-style-type: none">5.1. The Project Management Maturity Model5.2. Developing Effective Procedural Documentation5.3. Project Management Methodologies5.4. Continuous Improvement5.5. Capacity Planning5.6. Competency Models5.7. End of Phase Review Meetings <p>6. School Inspection</p> <ul style="list-style-type: none">6.1. Concept of School Inspection6.2. Scope of School Inspection6.3. Principles of School Inspection6.4. Qualities of School Inspector <p>7. School Inspection: A Case of Ofsted</p> <ul style="list-style-type: none">7.1. Introduction and History of School Inspection (Ofsted)7.2. Five Outcomes of Ofsted7.3. Ofsted Rating Scale7.4. Ofsted Judgement Scope and Criteria7.5. Approaches to Inspection7.6. Code of Conduct for Ofsted Inspectors7.7. Nature of Data and Data Collection Strategies for Inspection7.8. Communication for During Inspection7.9. Accountability Based on Inspection Results <p>8. Ofsted Inspection: Schools' View</p> <ul style="list-style-type: none">8.1. Preparation for Inspection: Self-Assessment/Evaluation8.2. Raising Standards
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	8.3. Professional Development 8.4. Components of Self-Assessment/Evaluation 8.5. Criteria of Quality 8.6. Determinant of Criteria of Quality
Textbook(s)	Goetsch, D. L., & Davis, S. B. (2014). <i>Quality management for organizational excellence</i> . Upper Saddle River, NJ: pearson.
Suggested Reading	Carter, R., Tomeh, O., Darido, G., Schneck, D., & Waesche III, F. (2002). <i>Quality Assurance and Quality Control Guidelines</i> (No. FTA-IT-90-5001-02.1). Juran, J., & Godfrey, A. B. (1999). <i>Quality handbook</i> . <i>Republished McGraw-Hill</i> , 173(8), 34-51. Matthews, P., & Smith, G. (1995). > OFSTED: inspecting schools and improvement through inspection. <i>Cambridge Journal of Education</i> , 25(1), 23-34. Plowright, D. (2007). Self-evaluation and Ofsted inspection: developing an integrative model of school improvement. <i>Educational Management Administration & Leadership</i> , 35(3), 373-393.
Teaching/Learning Strategies	Teaching will be done through lecture method with a combination of tasks/projects and presentations
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Quality Auditing in Schools		Course Type: Major Course Specialization-14
Course Code: MCEd-405QA	Credit Hours: 3	Duration: 16 Weeks
Introduction	<p>This course provides fundamental guidelines of quality auditing in schools based on reflective practices for the improvement and development of the school. The absolute purpose of school audit is to encourage the evaluation of existing processes and practices and their assessment against predetermined production requirements (social, economic, organizational etc.). Hence, quality auditing in schools leads to the assurance and improvement of teaching, learning and school administration. The course not only provides students with the opportunity to study various tools of quality auditing in schools but also offers practical application of the learned concepts through case studies and hands on activities in schools.</p>	
Learning Objectives	<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of Quality Auditing 2. Differentiate academic, Administrative and Financial Audits 3. Describe the seven basic Quality Tools 4. Explain the concepts related to School self-assessment 5. Elaborate different Quality Audit Tools for schools 6. Understand the School Standard as Pre-requisite for Quality Auditing 	
Course Content	<ol style="list-style-type: none"> 1. An introduction to Quality Auditing in Schools 2. Academic Audit 3. Administrative Audit 4. Financial Audit 5. Auditing Team-Leaders & Members 6. School Self-Assessment Audit Tool - Information and Questionnaires <ol style="list-style-type: none"> 6.1. Child Centered Provision 6.2. High Quality Teaching and Learning 6.3. Effective Leadership 6.4. A School Connected to its Local Community 6.5. Questionnaire for Pupils 6.6. Staff Questionnaire 6.7. Parents and Care givers Questionnaire 6.8. External Stakeholders Questionnaire 7. School Audit Tool (UK) 8. Self-Review Tool (Australia) <ol style="list-style-type: none"> 8.1. Assessment practices 8.2. Quality assurance within schools 8.3. Audit tool for teachers 8.4. Audit tool for school leaders 8.5. Data management 	

	<p>8.6. Communication</p> <p>9. Standards for Quality Education: Pre-requisite for School Audit</p> <p>10. School standards for Quality Education: An Introduction</p> <p>11. Phases of Implementing the Quality Cycle for Education</p> <p>12. Type of Standards</p> <p> 12.1. Input Standards</p> <p> 12.2. Process Standards</p> <p> 12.3. Outcomes Standards</p> <p>13. Importance of Standards</p> <p>14. Standards for Learners</p> <p>15. Standards for Curriculum</p> <p>16. Standards for Textbooks and Other Learning Materials</p> <p>17. Standards for Teachers</p> <p> 17.1. Subject Matter Knowledge</p> <p> 17.2. Human Growth and Development</p> <p> 17.3. Knowledge of Islamic Ethical Values and Life Skills</p> <p> 17.4. Instructional Planning and Strategies</p> <p> 17.5. Assessment</p> <p> 17.6. Learning Environment</p> <p> 17.7. Effective Communication and Proficient Use of (ICT) for Teaching and Learning Process</p> <p> 17.8. Collaboration and Partnerships</p> <p> 17.9. Continuous Professional Development and Code of Conduct</p> <p> 17.10. Teaching of English as Second/Foreign Language (ESL/EFL)</p> <p>18. Audit Tools for School Standards</p> <p>19. Quality Audit Report Compilation Process</p> <p>20. Quality Audit Reporting</p>						
Textbook(s)	Duffy, G. L. (Ed.). (2013). The ASQ quality improvement pocket guide: basic history, concepts, tools, and relationships. Quality Press.						
Suggested Reading	<p>Cunningham, J. M. (1959). Auditing School Districts in New York State. <i>New York Certified Public Accountant (pre-1986)</i>, 29(000006), 439.</p> <p>Frase, L. E., English, F. W., & Poston, W. K. (Eds.). (2000). The curriculum management audit: Improving school quality. R&L Education.</p> <p>Hanes, C. E. (1976). Auditing as an Alternative School Evaluation Technique. <i>North Central Association Quarterly</i>.</p> <p>Majid, S., Chang, Y. K., & Foo, S. (2016). Auditing information literacy skills of secondary school students in Singapore. <i>Journal of Information Literacy</i>, 10(1)..</p> <p>Saito, Y., & McIntosh, C. S. (2010). The economic value of auditing and its effectiveness in public school operations. <i>Contemporary Accounting Research</i>, 27(2), 639-667.</p> <p>Tourish, D., & Hargie, O. (1998). Auditing staff-management communication in schools: a framework for evaluating performance. <i>International Journal of Educational Management</i>.</p>						
Teaching/Learning Strategies	Teaching will be done through lecture method with a combination of tasks/projects and presentations						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Methods of Teaching Mathematics at Elementary Level		Course Type: Major Course Specialization-2
Course Code: MCEd-401Ele	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Mathematics by enhancing their knowledge in the subject.	
Learning Objectives	Upon the successful completion of this course the students will be able to: 1. Understand and explain the foundations of Mathematics 2. Apply their knowledge in different situations 3. Develop a sense of understanding the trends and issues of Mathematics	
Course Content	<p>1. Numbers</p> <p>1.1. Prime and composite Numbers 1.2. Factors and multiples 1.3. Division of Whole Numbers 1.4. Greatest Common Factor 1.5. Least Common Multiple 1.6. Prime Factorization</p> <p>2. Fractions</p> <p>2.1. Operations with Fractions (1) 2.2. Operations with Fractions (2) 2.3. Fractions -Decimals- Percent 2.4. Pie charts</p> <p>3. Geometry</p> <p>3.1. Geometric Ratios 3.2. Rates and Linear Functions 3.3. Systems of Linear Equations 3.4. Symmetry 3.5. Volume and Surface Area 3.6. Measurements and Precision</p> <p>4. Earth's Systems Undergoing Constant Change</p> <p>4.1. Water, carbon, and rock cycle 4.2. Theory of plate tectonics - Living in the shadow of the big mountains 4.3. Climate change 4.4. Teaching "Earth's Systems Undergoing Constant Change" in elementary grades</p> <p>5. Data and Mathematical Thinkers</p> <p>5.1. Data: Estimation and large Numbers 5.2. Introduction and /or review of seminal Thinkers in Mathematics and Mathematics Education 5.3. Introduction and /or Review of seminal Islamic Thinkers in Mathematics and Mathematics Education</p>	

Textbook(s)	<p>How Students Learn: History, Mathematics, and Science in the Classroom www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.</p> <p>NCTM Illuminations:http://illuminations.nctm.org/ New Zealand's Maths Curriculum: http://nzmaths.co.nz/ UK's N-Rich Maths site: http://nrich.maths.org/public/ What does Good Mathematics Instruction Look Like?:http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf</p>						
Suggested Reading	<p>Bassarear, T. (2011). Mathematics for elementary school teachers. United States: Cengage Learning.</p> <p>deWalle, J. A. V., Karp, K., & Bay-Williams, J. (2014). Elementary and middle school mathematics: Teaching developmentally (4th Canadian Edition).</p> <p>Haylock, D., & Manning, R. (2014). Mathematics explained for primary teachers. USA: Sage.</p> <p>Van de Walle, J. A., Karp, K. S., Bay-Williams, J. M., Brown, E. T., & Wray, J. A. (2018). Elementary and Middle School Mathematics: Teaching Developmentally: Pearson.</p>						
Teaching/Learning Strategies	<p>Lecture Discussion Cooperative Learning Class activities Applied Projects</p>						
Evaluation Criteria	<table border="0"> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
Assignment/Project/Presentation	25%						
Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Methods of Teaching Science at Elementary Level		Course Type: Major Course Specialization-2
Course Code: MCEd-402Ele	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in –Science by enhancing their knowledge in the subject.	
Learning Objectives	Upon the successful completion of this course the students will be able to: 1. Understand and explain the foundations of Science 2. Apply their knowledge in different situations 3. Develop a sense of understanding the trends and issues of Science	
Course Content	<p>1. Course Overview</p> <p>1.1. Overview of course content (science and teaching) 1.2. Life of scientists and the role of science in society 1.3. Nature of science and its application for teaching 1.4. Introduction to independent course project, possible topics, and criteria.</p> <p>2. Energy Transfer, Transformations, and Conservation</p> <p>2.1. Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) 2.2. Investigating light 2.3. Energy transfer and transformation - Concept of conduction, convection, and radiation 2.4. Law of conservation of mass and energy 2.5. Teaching “Energy transfer, transformation, and conservation” in elementary grades</p> <p>3. Interactions of Energy and Matter</p> <p>3.1. Review of physical and chemical properties and physical change 3.2. Solutions and solubility 3.3. Conservation of mass in solutions 3.4. Introduction to chemical reactions 3.5. Difference between chemical and physical reactions 3.6. The role of energy in explaining bonds 3.7. Applications of electrolysis 3.8. Teaching “Interactions of Energy and Matter” in elementary grades</p> <p>4. Earth’s Systems Undergoing Constant Change</p> <p>4.1. Water, carbon, and rock cycle 4.2. Theory of plate tectonics - Living in the shadow of the big mountains 4.3. Climate change 4.4. Teaching “Earth’s Systems Undergoing Constant Change” in elementary grades</p> <p>5. Solar System and the Universe</p> <p>5.1. Characteristics of our Solar System</p>	

	<p>5.2. Earth and Sun compared to other objects in the sky</p> <p>5.3. Working with and understanding large distances</p> <p>5.4. Origin and evolution of Earth (and the Solar System)</p> <p>5.5. Teaching “Our Solar System and the Universe” in elementary grades</p> <p>6. Human Body as a System</p> <p>6.1. Flow of matter and energy in living systems</p> <p>6.2. Circulatory and digestive system</p> <p>6.3. Structure, function, and organization of different cells</p> <p>6.4. Cell processes</p> <p>6.5. Cellular respiration</p> <p>6.6. Teaching “Human Body as a System” in elementary grades</p>						
Textbook(s)	<p>Pople, S. (2001). Target Science: Physics: Foundation Tier: Oxford University Press: Oxford.</p> <p>Clugston, M., & Flemming, R. (2000). Advanced chemistry: Oxford University Press.</p> <p>Harlen, W., & Qualter, A. (2004). The teaching of science in primary schools: David Fulton Publishers.</p>						
Suggested Reading	<p>National Science Foundation. Division of Elementary, S., & Education, I. (1999). Inquiry: Thoughts, Views, and Strategies for the K-5 Classroom: National Science Foundation.</p> <p>Schweingruber, H. A., Shouse, A. W., Michaels, S., & Council, N. R. (2007). Ready, set, science!: Putting research to work in K-8 science classrooms: National Academies Press.</p> <p>Council, N. R. (2007). Taking science to school: Learning and teaching science in grades K-8: National Academies Press.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Methods of Teaching Languages at Elementary Level	Course Type: Major Course Specialization-2	
Course Code: MCEd-403Ele	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in –Science by enhancing their knowledge in the subject.	
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. gain a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Language Acquisition: grammar-translation, audio-ligulism, the natural approach, communicative language teaching. 2. teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach. 3. design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence. 4. assess language performance and progress using own self-designed assessment procedures. 5. know how to help learners develop basic grammatical competence and vocabulary knowledge in grammar using a learner-centred communicative teaching approach. 6. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities. 	
Course Content	<ol style="list-style-type: none"> 1. Introduction to Second Language Acquisition <ol style="list-style-type: none"> 1.1. Four influential ESL approaches. 1.2. The Grammar – Translation method & its limitations. 1.3. Behaviourism& the Audio – Lingual Method. 1.4. The Natural Approach. 1.5. The Interactionist Approach. 1.6. Practical teaching activities using the Interactionist Approach. 1.7. Criticism of Interactionist Approach. 1.8. A quiz to review the four approaches to SLA. 1.9. Implication of the Post-Methods Era. 1.10. Factors Affecting Second Language Learning: Investigating learner differences & learning styles. 1.11. What is Communicative Language Teaching (CLT)? 2. Receptive Skills (Listening and Reading) <ol style="list-style-type: none"> 2.1. What are listening skills? 2.2. Listening as a skill: some listening theories 2.3. How do children learn to listen? 2.4. Some suggestions for classroom listening 2.5. What does real-life listening involve? 2.6. Extensive and Intensive Listening 	

- 2.7. Techniques and activities for Teaching Listening Skills communicatively in the classroom
- 2.8. Pre-Listening, While-Listening and Post-Listening activities
- 2.9. Designing effective listening materials and activities for language classroom
- 2.10. Practical microteaching of listening skills in the classroom
- 2.11. What is reading?
- 2.12. What is the purpose of reading inside and outside the classroom?
- 2.13. The power of reading
- 2.14. Reading comprehension skills
- 2.15. Some suggestions for reading activities
- 2.16. Factors affecting learning to read in a second language
- 2.17. The role of the teacher in extensive and intensive reading
- 2.18. Techniques and activities for teaching reading communicatively
- 2.19. Pre-Reading, While-Reading and Post-Reading activities
- 2.20. Designing and developing effective reading activities for the language classroom
- 2.21. Practical microteaching of reading skills in the classroom
- 3. Productive Skills - Speaking and Writing**
- 3.1. What are Speaking Skills?
- 3.2. Helping learners to improve their pronunciation through the use of simple exercises and tasks
- 3.3. How to introduce learners to the sound system of English – Use of varied drills
- 3.4. Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.)
- 3.5. Teaching Basic Communication Strategies – relating functions to appropriate language forms.
- 3.6. Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I
- 3.7. Using songs to encourage speaking
- 3.8. Asking and Answering simple questions
- 3.9. A discussion game ‘Shipwrecked’
- 3.10. Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II
- 3.11. Using pictures in a speaking exercise
- 3.12. Using a story for acting and developing speaking
- 3.13. Assessing CLT activities – a questionnaire
- 3.14. Practical microteaching of speaking skills in the classroom and evaluation
- 3.15. Key concepts in teaching second language writing : controlled writing, guided writing, genre-based writing, the product approach, the process approach
- 3.16. Types of writing tasks that have been used effectively in Communicative Language Teaching
- 3.17. Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.

- 3.18. How to help students by giving them language scaffolding
- 3.19. Giving useful feedback to learners on their writing.
- 3.20. Designing writing materials and activities for the language classroom
- 3.21. Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations

4. Teaching Grammar Communicatively

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

5. Teaching Vocabulary Effectively

- 5.1. Function words vs. lexical words
- 5.2. High frequency vs. low frequency words
- 5.3. Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners?
- 5.4. Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected.
- 5.5. Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
- 5.6. Practical activities for teaching and reviewing vocabulary
- 5.7. Evaluating vocabulary activities
- 5.8. Student teachers prepare 15-minute vocabulary teaching activities in groups
- 5.9. Micro-teaching by the student teachers in groups of the activities prepared in the previous session

6. Assessing Language Performance

- 6.1. Some basic principles and key concepts in assessment
- 6.2. Basic principles for assessing children's language learning
- 6.3. Why do we test students?
- 6.4. Tips and special considerations for Testing Young Learners

	<p>6.5. Conflicts between classroom learning and classroom testing and ways of reducing these conflicts</p> <p>6.6. Ways of Marking Language Tests and Giving Feedback</p> <p>6.7. Designing Language Tests for Young Learners</p> <p>6.8. Samples of test types that can be used to test young learners</p> <p>6.9. In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation</p> <p>6.10. Micro-teaching in groups and evaluation of the testing materials by the class</p>						
Textbook(s)	<p>Cameron, L. (2001). Teaching languages to young learners. Cambridge: Ernst KlettSprachen.</p> <p>Fanselow, J. F. (2012). Breaking Rules: Generating and Exploring Alternatives in Language Teaching. New York: Createspace Independent Pub.</p> <p>Goh, C. C. M., & Centre, R. L. (2007). Teaching Speaking in the Language Classroom: SEAMEO Regional Language Centre.</p> <p>Harmer, J. (2015). The Practice of English Language Teaching. Harlow: Pearson Education.</p> <p>Hughes, A. (2007). Testing for language teachers. Cambridge: Ernst KlettSprachen.</p> <p>Hyland, K. (2003). Second language writing: Ernst KlettSprachen.</p> <p>Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (1999). How languages are learned (Vol. 2): Oxford university press Oxford.</p> <p>Nation, P. (2002). Managing vocabulary learning: SEAMEO Regional Language Centre.</p>						
Suggested Reading	<p>Phillips, S. (1993). Young learners: Oxford University Press.</p> <p>Richards, J. C. (2001). Curriculum development in language teaching: Ernst KlettSprachen.</p> <p>Richards, J. C. (2005). Communicative language teaching today: SEAMEO Regional Language Centre.</p> <p>Swan, M. (2005). Practical English usage: Oxford University Press.</p> <p>Thornbury, S. (2007). How to Teach Grammar: Longman.</p> <p>Ur, P. (1999). A course in language teaching: Ernst KlettSprachen.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education	
Course Title: Methods of Teaching Islamiyat at Elementary Level		Course Type: Major Course Specialization-2
Course Code: MCEd-404Ele	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Islam by enhancing their knowledge in the subject.	
Learning Objectives	Upon the successful completion of this course the students will be able to: 1. provide Basic information about Islamic Studies 2. enhance understanding of the students regarding Islamic Civilization 3. improve students' skill to perform prayers and other worships 4. enhance the skill of the students for understanding of issues related to faith and religious life.	
Course Content	<p>1. Introduction to Quranic Studies 1.1. Basic Concepts of Quran 1.2. History of Quran 1.3. Uloom-ul -Quran.</p> <p>2. Study of Selected Text of Holly Quran 2.1. Verses of Surah Al-Baqra related to Faith (Verse No-284-286) 2.2. Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18) 2.3. Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11) 2.4. Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77) 2.5. Verses of Surah Al-Inam related to Ihkam(Verse No-152-154) 2.6. Verses of Surah Al-Ihزاب related to Adab al-Nabi (Verse No.6,21,40,56,57,58.) 2.7. Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment 2.8. Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)</p> <p>3. Seerat of Holy Prophet (S.A.W) 3.1. Life of Muhammad Bin Abdullah (Before Prophet Hood) 3.2. Life of Holy Prophet (S.A.W) in Makkah 3.3. Important Lessons derived from the life of Holy Prophet in Makkah</p> <p>4. Seerat of Holy Prophet (S.A.W) II 4.1. Life of Holy Prophet (S.A.W) in Madina 4.2. Important Events of Life Holy Prophet in Madina 4.3. Important Lessons Derived from the life of Holy Prophet in Madina</p> <p>5. Introduction to Sunnah 5.1. Basic Concepts of Hadith 5.2. History of Hadith</p>	

	<p>5.3. Kinds of Hadith 5.4. Uloom –ul-Hadith 5.5. Sunnah& Hadith 5.6. Legal Position of Sunnah</p> <p>6. Selected Study from Text of Hadith 6.1. Introduction To Islamic Law & Jurisprudence 6.2. Basic Concepts of Islamic Law & Jurisprudence 6.3. History & Importance of Islamic Law & Jurisprudence 6.4. Sources of Islamic Law & Jurisprudence 6.5. Nature of Differences in Islamic Law 6.6. Islam and Sectarianism</p> <p>7. Islamic Culture & Civilization 7.1. Basic Concepts of Islamic Culture & Civilization 7.2. Historical Development of Islamic Culture & Civilization 7.3. Characteristics of Islamic Culture & Civilization 7.4. Islamic Culture & Civilization and contemporary issuesa</p> <p>8. Islam & Science 8.1. Basic Concepts of Islam & Science 8.2. Contributions of Muslims in the Development of Science 8.3. Quranic& Science</p> <p>9. Islamic Economic System 9.1. Basic Concepts of Islamic Economic System 9.2. Means of Distribution of wealth in Islamic Economics 9.3. Islamic Concept ofRiba 9.4. Islamic Ways of Trade & Commerce</p> <p>10. Political System of Islam 10.1. Basic Concepts of Islamic Political System 10.2. Basic Institutions of Government in Islam</p> <p>11. Islamic History 11.1. Period of Khlaft-E-Rashida 11.2. Period of Ummayyads 11.3. Period of Abbasids</p> <p>12. Social System of Islam 12.1. Basic Concepts of Social System of Islam 12.2. Elements of Family 12.3. Ethical Values of Islam</p>
Textbook(s)	<p>Hasan, A. (1994). The Principles of Islamic Jurisprudence: The Command of the Shari'ah and Juridical Norm: Adam Publishers & Distributors.</p> <p>Hasan, A. (1993). The Principles of Islamic Jurisprudence: Command of the Shari'ah and juridical norm. Islamabad: Islamic Research Institute, International Islamic University.</p> <p>Bhatia, H. S. (1989). Studies in Islamic law, religion, and society. New Delhi: Deep & Deep Publications.</p> <p>Ḥassān, Ḥ. Ḥ.,&Ḥassān, Ḥ. Ḥ. (2010). An Introduction to the Study of Islamic Law: Adam.</p> <p>Zia-ul-Haq, M. (2001). Introduction to Al Sharia Al Islamia. Islamabad:Allama Iqbal Open University.</p> <p>Hamidullah, M. (1997). Introduction to Islam: al Falah.</p>

Suggested Reading	Hamidullah, M. (1999). The Emergence of Islam: Adam Publishers. Hamidullah, M. (2011). The Muslim conduct of state. Kuala Lumpur: Islamic Book Trust. Ullah, M. W. (2016). Muslim Jurisprudence and the Quranic Law of Crimes: Peace Publication.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education	
Course Title: Methods of Teaching Social Studies at Elementary Level		Course Type: Major Course Specialization-2
Course Code: MCEd-405Ele	Credit Hours: 3	Duration: 16 Weeks
Introduction	This course acts as a foundation for the following semesters. The course aims to help the students increase their proficiency in Social Study by enhancing their knowledge in the subject.	
Learning Objectives	<p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship 2. Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms 3. Recognize diversity and differences as assets and learn to evaluate different perspectives and biases 4. Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice 5. Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills 	
Course Content	<ol style="list-style-type: none"> 1. Citizenship and Human Rights Education <ol style="list-style-type: none"> 1.1. Definitions, Rationale for teaching and Learning of citizenship. 1.2. Key concepts of citizenship education 1.3. Controversial issues What, Why and How to teach them. 1.4. Links with other subject areas 1.5. Citizenship rights 1.6. Rights and Responsibilities, Defining Human Rights 1.7. Civil, Political, Social, Economic and Cultural Rights 1.8. Human dignity, Justice, Equality, Freedom. 1.9. Universality, Indivisibility--- Are human rights universal? 1.10. Reflection and Review 2. History – People, Past Events and Societies <ol style="list-style-type: none"> 2.1. Key concepts: Time and Chronology 2.2. Change and Continuity 2.3. Multiple causation 2.4. Multiple perspectives, Interpretation of history 2.5. Reflection and Review 3. Geography – People, Place and Environment <ol style="list-style-type: none"> 3.1. Key concepts/themes of Geography: Location, Place, Human-Environmental Interactions, Movement, Regions 3.2. Skills required for teaching and learning Geography 	

	<p>3.3. Global warming- a myth or reality? 3.4. Controversy about the theory of, and responses to Global Warming 3.5. Reflection and Review</p> <p>4. Culture and Diversity</p> <p>4.1. The Dynamic Nature of Culture 4.2. Groups and Institutions 4.3. Civilization 4.4. Cultural Adaption 4.5. Diffusion, Dissonance 4.6. Multiculturalism and its implications 4.7. Reflection and Review 4.8. Peace and Sustainability 4.9. Understanding Peace and Conflict 4.10. Positive attitudes and skills – empathy, cooperation, anger-management, and problem solving 4.11. Communication and Negotiation 4.12. Reflection and Review</p> <p>5. Power, Authority and Governance</p> <p>5.1. Institutions of Government, political processes, and participation 5.2. Civil society individuals, groups, and institutions 5.3. Reflection and Review</p> <p>6. Production, Distribution and Consumption</p> <p>6.1. Conflict between wants and resources, choice, scarcity 6.2. Opportunity cost 6.3. Production and distribution of Wealth 6.4. Supply and demand 6.5. Reflection and Review</p>
<p>Textbook(s)</p>	<p>Anderson, H., Laurie. (2009). Chains. London: Bloomsbury. Brophy, J., Alleman, J., &Halvorsen, A.-L. (2016). Powerful social studies for elementary students. USA: Cengage Learning. Bailey, R. (2014). Teaching values and citizenship across the curriculum: educating children for the world. London: Routledge. Birzea, C. (2000). Education for democratic citizenship: A lifelong learning perspective: Council for Cultural Co-operation, CDCC. Bridges, D. (1986). Dealing with controversy in the curriculum: a philosophical perspective. Controversial issues in the curriculum, 19-38. Marsh, D., Toole, T. O., & Jones, S. (2006). Young People and Politics in the UK: Apathy or Alienation? : Palgrave Macmillan UK. Clarke, P. B. (1996). Deep Citizenship: Pluto Press. Clough, N., & Holden, C. (2005). Education for citizenship: Ideas into action: A practical guide for teachers of pupils aged 7-14. London: Routledge. Citizenship, A. G. o., & Crick, B. (1998). Education for citizenship and the teaching of democracy in schools: final report of the Advisory Group on Citizenship 22 September 1998: Qualifications and Curriculum Authority. Crick, B. (2000). Essays on citizenship. London: Bloomsbury Publishing. David, W., & Cleaf, V. (1991). Actions in Elementary Social Studies. Massachusetts: Allyn and Bacon.</p>

	<p>Phillips, T. (2003). Citizenship in a Global Age: Society, culture, politics. <i>Journal of Sociology</i>, 39(2), 203-204.</p> <p>Engle, S. H., & Ochoa, A. (1988). <i>Education for democratic citizenship: Decision making in the social studies</i>. New York: Teachers College Press, Teachers College, Columbia University.</p> <p>Frazer, E. (2000). Citizenship education: anti-political culture and political education in Britain. <i>Political studies</i>, 48(1), 88-103.</p> <p>Crick, B. (2017). <i>Education for democratic citizenship: issues of theory and practice</i>. London: Routledge.</p> <p>Galton, M. J., Hargreaves, L., & Comber, C. (1999). <i>Inside the primary classroom: 20 years on</i>: Psychology Press.</p> <p>Heater, D. (2004). <i>A brief history of citizenship</i>: NYU Press.</p> <p>Huddleston, T., & Kerr, D. (2006). <i>Making sense of citizenship. A continuing professional development handbook</i>. London: Hodder Education.</p> <p>Oulton, C., Day, V., Dillon*, J., & Grace, M. (2004). Controversial issues-teachers' attitudes and practices in the context of citizenship education. <i>Oxford Review of Education</i>, 30(4), 489-507.</p> <p>Clarke, P., & Wales, J. (2005). <i>Learning citizenship: practical teaching strategies for secondary schools</i>. London: Routledge.</p>						
Suggested Reading	National Council for the Social Studies Task Force on Standards for Teaching and Learning in the Social Studies. (1993). <i>A vision of powerful teaching and learning in the social studies: Building social understanding and civic efficacy</i> . <i>Social Education</i> , 57(5), 213-223.						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: School Observation & Microteaching		Course Type: Practice Teaching	
Course Code: PT-401	Credit Hours: 3		Duration: 16 Weeks
Introduction	This course is intended to develop understanding of the students regarding school system by covering all areas. This journey will start from studying best practices in Pakistani context and best one at international level. In order to have in-depth understanding, students will avail the opportunity to collect data in these areas by observation, interviews and document analysis. A detailed report will be produced as a product of this course.		
Learning Objectives	<p>After completing this course students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the school dynamics 2. practice the bench marking technique while exploring best local and international practices 3. explore different processes of school system 4. collect and analyse data regarding school processes in order to develop comprehension 5. Develop a detailed report covering all school areas including strengths and limitations 		
Course Content	<p>School as an Organization</p> <p>Review of best practices</p> <ul style="list-style-type: none"> • National Level Best Practices (Two Institutions) • International Level Best Practices (Two Institutions) <p>Process and System Approach</p> <p>Key Areas of School Observation (Key Processes)</p> <ul style="list-style-type: none"> • School Leadership and Management Practices • School Assembly • Time Tabling • Curriculum Development / Syllabus Breakup • School Record • School Routines • Co-curricular Activities • Community Links / Mobilization • Communication • Assessment and Evaluation System • School Budgeting 		

	<ul style="list-style-type: none"> • Complaint Handling • School Library / Laboratories • Monitoring System • Professional Development • Quality Management System • School Improvement Plan <p>Detailed Observation Report covering all above areas with evidences with opinion regarding strengths and limitations of the school in each area</p>						
Text Book(s)	Kochhar, S. K. (2011). School Administration and Management. Sterling Publishers Private Limited.						
Suggested Reading	<p>Dimmock, C. (2013). School-Based Management and School Effectiveness. Routledge.</p> <p>Poster, C., Blandford, S., Welton, J. (2005). Restructuring: The Key to Effective School Management. Routledge.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
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**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Practice Teaching		Course Type: Practice Teaching	
Course Code: PT-402	Credit Hours: 3	Duration: 16 Weeks	
Introduction	This course provides the experience secondary school, science teachers with carefully sequenced and supervised field experiences in all subject areas related to science disciplines. Opportunities to work with secondary level students are provided. As a student teacher it is required that they will work with students of various backgrounds and of different capabilities		
Learning Objectives	<p>After completing this course students will be able to:</p> <ol style="list-style-type: none"> 1 Reflect on and learn from connecting theory to their teaching practice. 2 Collaborate with peers, cooperating teachers, other school staff and university supervisor, establishing professional relationships. 3 Invite, accept and utilize formative feedback from the cooperating teaching, peers, and the university supervisor in a non-defensive manner 4 Produce plans for teaching and learning that reflects the use of appropriate instructional methods and strategies to meet the needs of all students. 5 Utilize appropriate instruments or techniques informally and formally accessing students' learning needs 6 Recognize cognitive and affective need of students and establish learning environment and use activities appropriate to meet those needs, 7 Maintain their lesson plan and use it effectively. 		
Course Content	<p>Orientation based activities (Recall and share the experiences from previous practice teaching in school and classroom context)</p> <ol style="list-style-type: none"> 1. Complete orientation based assignments 2. Share experiences before the audience 3. Recall and reflect on their learning during previous session 4. Offer valuable solutions to the problems 5. Make new self-commitments to the upcoming tasks for teaching practice 6. Reflection on learning of this week <p>Becoming actively involved in the classroom</p> <ol style="list-style-type: none"> 1. Initiate working on lesson plans 2. Conduct classroom observations 3. Start classroom practice teaching 4. Reflection on learning of this week <p>Taking an active role as mentor, and expert in formal assessment</p> <ol style="list-style-type: none"> 1. Refines classroom practices in teaching 2. Designs effective items for formative assessment 3. Assist the cooperating teacher as requested 4. Reflection on learning of this week 		

	<p>Assuming responsibility for student social and moral development</p> <ol style="list-style-type: none"> 1. Refines classroom practices in teaching 2. Complete classroom observations 3. Designs co-curricular and extracurricular activities for class students 4. Reflection on learning of this week <p>Assuming responsibility for planning, teaching and assessing using laboratory for the respective subject</p> <ol style="list-style-type: none"> 1. . Refines classroom practices in teaching 2. Makes effective use of laboratory in teaching 3. Helps students conducting experiments in laboratory 4. Complete classroom observations 5. Reflection on learning of this week <p>Assuming responsibility for planning, teaching and any additional responsibilities as negotiated with the cooperating teacher and university supervisor</p> <ol style="list-style-type: none"> 1. Completes lesson planner for final submission 2. Plans a self-evaluation report on his/her teaching 3. Assist the cooperating teacher as requested <p>Reflection on learning during whole period of practice teaching</p>						
Text Book(s)	Richerds, J. C., Farrell, T. S. C. (2011). Practice Teaching: A Reflective Approach. Cambridge University Press.						
Suggested Reading	<p>Arends, R., & Castle, S. (1991). <i>Learning to teach</i> (Vol. 2). New York: McGraw-Hill.</p> <p>Burden, P. R., & Byrd, D. M. (1994). <i>Methods for effective teaching</i> (Vol. 160). Needham Heights, MA: Allyn and Bacon.</p> <p>Fraser, D., & McGee, C. (Eds.). (2012). <i>The professional practice of teaching</i>. Australia: Cengage Learning.</p> <p>Ghaye, T. (2010). <i>Teaching and learning through reflective practice: A practical guide for positive action</i>. : Routledge.</p> <p>Hoy, A. W., Hoy, W. K., & Hoy, A. W. (2003). <i>Instructional leadership: A learning-centered guide</i></p> <p>Killen, R. (2006). <i>Effective teaching strategies: Lessons from research and practice</i>. Australia: Cengage Learning.</p> <p>Lavigne, A. L., & Good, T. L. (2015). <i>Improving teaching through observation and feedback: Beyond state and federal mandates</i>: Routledge.</p> <p>Payant, C. (2013). <i>Practice Teaching: A Reflective Approach</i>.</p> <p>Richards, J. C., & Farrell, T. S. (2011). <i>Practice teaching: A reflective approach</i>. London: Cambridge University Press.</p> <p>UNESCO. (2004). <i>Changing teaching practices: Using curriculum differentiation to respond to students' diversity</i>: UNESCO.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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Mid Term	35%						
Final Term	40%						

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Scouting		Course Type: Practical Learning	
Course Code: PL-301	Credit Hour: 01	Duration: 16 Weeks	
Introduction	This course is intended to introduce the scouting movement. Contribution by the scouting in development of a wide range of skills will also be discussed. The link between citizenship and scouting will be highlighted.		
Learning Objectives	After completing this course students will be able to: <ol style="list-style-type: none"> 1. understand the basic theme and purpose of scouting 2. explore the working style of the scouting movement 3. apply the learned experiences regarding scout training 4. Discuss the citizenship and education 		
Course Content	<p>An Ideal, a Movement, an Organization</p> <ol style="list-style-type: none"> 1. Essential Characteristics of Scouting <ol style="list-style-type: none"> 1.1. Definition (<i>What It Is</i>) 1.2. Purpose (<i>Why It Does Exist</i>) and Principles (<i>Values on Which It Is Based</i>) 1.3. Educational Method 2. A Highly Intuitive Educational Movement <ol style="list-style-type: none"> 2.1. More a Network Movement than an Organization 2.2. The Educational Impact and the “Magic” of Scouting 3. How the Organization Works: Town, Country and World <ol style="list-style-type: none"> 3.1. The Local Group and the National Association 3.2. When a Country Has More Than One Association 3.3. World Organization(s) and Global Belonging 3.4. The Gender Approach: WOSM and WAGGS, Separated . . . Forever? 4. Recognition and Belonging <ol style="list-style-type: none"> 4.1. Relevance of the Recognition Policy 4.2. Differentiating between What Is and Is Not Scouting 4.3. Religion, Culture, Tradition: Motives for Split in Scouting <p>Citizenship Education and Scouting</p> <ol style="list-style-type: none"> 5. What Does to Educate Citizens Mean? <ol style="list-style-type: none"> 5.1. Assumptions of “Citizenship” in Scouting 5.2. Values to Perpetuate Society versus Values to Transform Society 6. Consistency and Incoherencies in a Global Movement <ol style="list-style-type: none"> 6.1. Scouting in the United States: Controversies and Culture War 6.2. Spiritual Dimension and Dependence from Denominations 6.3. Social Values, Cultural Change, and Critical Thinking 7. Local Rooting, National Belonging, and Global Commitment <ol style="list-style-type: none"> 7.1. Peace Culture, Human Rights, and Community Development 7.2. Legitimizing International Institutions 		

Textbook(s)	Vallory, E. (2012). <i>World scouting: Educating for global citizenship</i> . New York, ALGRAVE MACMILLAN
Suggested Reading	Service projects for kids. (2018) https://kidworldcitizen.org/35-service-projects-for-kids/retrieved from http://www.kidactivities.net/community-service-ideas-for-kids-all-ages/ McEnancy, L.(2000). <i>Civil defence begins at home: Militarization meets everyday life in the fifties</i> . UK: Princeton University Press
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%

Institute of Education and Research
University of the Punjab
Lahore

Program	BS Education		
Course Title: Emergency Training		Course Type: Practical Learning	
Course Code: PL-302	Credit Hours: 01	Duration: 16 Weeks	
Introduction	This course is theoretical as well as practical nature. This will enable students to play their role as facilitators in emergency situations at anywhere. First aid training is also a community service. Understanding of human body and systems help practitioners to serve instantly at the same place where some unexpected situation may evolve..		
Learning Objectives	After completing this course students will be able to: <ol style="list-style-type: none"> 1. Understand the concept and importance of emergency training 2. Apply the concepts related to first aid 3. Demonstrate the learned experiences related to first aid in mock activity 4. Maintain the precautionary measures in emergency handling 5. Understand the human body and its functions to provide help in emergency situations 		
Course Content	<ol style="list-style-type: none"> 1. Concept of Emergency Training <ol style="list-style-type: none"> 1.1. Introduction to First Aid 1.2. Objectives of First Aid 2. Characteristics of First Aider <ol style="list-style-type: none"> 2.1. Sympathetic 2.2. Keen Observer 2.3. Tactful and Resourceful 2.4. Discriminating 2.5. Persevere 3. Sources of Diagnoses the Problem <ol style="list-style-type: none"> 3.1. History 3.2. Symptoms 3.3. Signs 4. Instructions for First Aiders <ol style="list-style-type: none"> 4.1. Avoid to Determine the Patient as Dead 4.2. Not consider Myself as Doctor 4.3. Remove the Reason 4.4. Stop Bleeding 4.5. Maintain the Respiration 4.6. Treatment of Shock 4.7. Heat up the Patient Body 4.8. Restore the Heart Beat 5. Patient Movement from One Place to an Other <ol style="list-style-type: none"> 5.1. Instructions and Precautions 6. Preparation of First Aid Box at Home <ol style="list-style-type: none"> 6.1. Components and Materials for First Aid Box 6.2. Human Body: Structure and Functioning 6.3. Respiratory System 		

	<p>6.4. Bones in Human Body 6.5. Blood Circulation</p> <p>7. Emergency Situations 7.1. Scorch 7.2. Scalds 7.3. Chemical Burn 7.4. Electrical Burn 7.5. Safety Measures</p> <p>8. Cuts and Wound 8.1. Open Wounds 8.1.1.1. Definition 8.1.1.2. Symptoms 8.1.1.3. Causes 8.1.1.4. Measures to First Aid 8.2. Closed Wounds or Bruise 8.2.1.1. Symptoms 8.2.1.2. Causes 8.2.1.3. Measures to First Aid</p> <p>9. Animal Bites 9.1. Dog Bites / Rabies 9.2. Snake Bite 9.3. Poisonous Insects Bites 9.4. Sea Animal Bite 9.5. Safety Measures</p>						
Textbook(s)	Thygerson, A. L., Thygerson, S. M., & Mell, H. K. (2016). <i>First aid</i> . Jones & Bartlett Learning.						
Suggested Reading	Piazza, G. M. (2014). <i>First aid manual: The step-by-step guide for everyone</i> . DK.						
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects						
Evaluation Criteria	<table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table>	Assignment/Project/Presentation	25%	Mid Term	35%	Final Term	40%
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**Institute of Education and Research
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Lahore**

Program	BS Education		
Course Title: Community Service		Course Type: Practical Learning	
Course Code: PL-303	Credit Hours 01	Duration: 16 Weeks	
Introduction	This course is intended to introduce the social services in community. This course is of practical nature. By practicing the projects of social services students will promote such activities as a volunteer in practical life.		
Learning Objectives	After studying this course students will be able to: <ol style="list-style-type: none"> 1. Understand the basics of social service. 2. Explore different types of social services 3. Design a project for social services for community 4. Implement the planned activity of social service in the field 5. Prepare a report on social service activity with regard to its impact 		
Course Content	<ol style="list-style-type: none"> 1. Community Services <ol style="list-style-type: none"> 1.1. Community services defined 1.2. Community services types 1.3. Community services projects 2. Community Services in Emergencies: <ol style="list-style-type: none"> 2.1. Flooding 2.2. Earthquakes 2.3. Landslides and mudslides 2.4. Severe weather conditions 2.5. Structural collapse 2.6. Chemical emergencies 2.7. Oil, gas, and industrial emergencies 2.8. Nuclear disaster 2.9. Forest fires 2.10. Structural fires 2.11. Vehicle accidents 2.12. Power, Water, Fuel, Gas disruptions 2.13. Terrorist attacks 2.14. Civil disorder 		
Textbook(s)	Byrne, T., Padfield, C. F. (2014). <i>Social services: Made simple book</i> . Elsivier Science.		

Suggested Reading	Sheldon, B., & Macdonald, G. (2010). <i>A textbook of social work</i> . Routledge.	
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects	
Evaluation Criteria	Assignment/Project/Presentation	25%
	Mid Term	35%
	Final Term	40%

**Institute of Education and Research
University of the Punjab
Lahore**

Program	BS Education		
Course Title: Thesis/ Research Project		Course Type: Research Project	
Course Code: Th-401	Credit Hours: 3		Duration: 16 Weeks
Introduction	This course is intended to explain the research project. Understanding the components of the research project will lead towards successful completion of the project. Identification of the problem needs careful attention to start the research project. The soundness of methodological components transform in findings, conclusions and recommendations.		
Learning Objectives	<p>After completing this course students will be able to:</p> <ol style="list-style-type: none"> 1- Elaborate the tools and skills required to understand research terminology and assess published research. 2- Identify the types of methods best suited for investigating different types of problems and questions 3- Develop research questions that are based on and build upon a critical appraisal of existing 4- Design a research proposal 5- Begin initial preparation for embarking on a new research project. 6- Accomplish and learn all stages of research 7- Complete research and learn the skills of writing research thesis technically. 		
Course Content	<p>Planning a good research project</p> <ol style="list-style-type: none"> 1. How to choose a good research topic? Stage 1: What are the broad themes? , Stage 2: What are the interesting topics within those themes? , Stage 3: What questions might can be asked about those topics? Stage 4: Choose a question and check its viability, Stage 5: Making final choice. The last stage is to making final choice of project. Start project with a research question. <p style="text-align: center;">2. Administration of the research project</p> <p>Ist most important step is approval of the topic</p> <p style="text-align: center;">1. Making the research proposal</p> <p>Components of the research proposal.</p> <ol style="list-style-type: none"> 1- Research title/problem and justification. 2- Research hypothesis/ Question. 3- The main research question that the student will be focusing on, with, perhaps, a number of sub-questions. 4- The background to the study – why it is an important and interesting topic to study. 5- A brief background literature review. This should show that the students have read a number of relevant books and papers so that student understand how his topic relates to the current knowledge and issues in the field. 		

	<p>6- A proposed methodology, A proposed time schedule for the project, with key dates and the timing of each phase of the project.</p> <p>Stages of the Research (process of the project)</p> <p>Student need to start by thinking through what are the stages of his project. For most research projects there are ten stages:</p> <p>Stage 1 – Choosing the project/ Introduction Topic has already been selected. Introduction related to the research topic briefly will be given in this section.</p> <p>Stage 2 – Initial literature review The literature review is a critical early stage in students’ project.</p> <p>Stage 3 – Finalize the research questions Ideally student’s research questions will emerge from the literature review. The literature review will have shown him what is already known in the field and what important topics need to be researched.</p> <p>Stage 4 – Choosing and developing the methodology</p> <p>Stage 5 – Piloting the methodology</p> <p>Stage 6 – Organising the data collection</p> <p>Stage 7 – Data collection</p> <p>Stage 8 – Data analysis</p> <p>Stage 9 – Drawing conclusions and interpretations</p> <p>Stage 10 – Preparing the final thesis</p>						
Text Book(s)	Berry,R. (2004). <i>The research project: How to write it</i> (5 th ed). USA: Routledge						
Suggested Reading	<p>Khan, A. K. (2008). <i>Research methodology</i>.New Delhi: APH Publishing Corporation.</p> <p>Nicholas, S. R. (2005). <i>Your research project: A step-by-step guide for the first-time researcher</i>. London: SAGE.</p> <p>Thomas,G. (2009). <i>How to do your research project: A guide for students in education</i>. London: SAGE.</p>						
Teaching/Learning Strategies	<p>Lecture</p> <p>Discussion</p> <p>Cooperative Learning</p> <p>Class activities</p> <p>Applied Projects</p>						
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