

**SCHEME AND COURSES OF STUDIES FOR  
B. Ed (Secondary) 2.5 Year Program**



**DEPARTMENT OF EDUCATION**

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

**2017**

**All Codes for complete program are classified as:**

<b>S. No</b>	<b>Compulsory Courses/Core Courses</b>	<b>Symbol of Code</b>	<b>Alphabetical Code</b>	<b>Level of Study/Year</b>	<b>Semester</b>
1	Communication Skills, Computer literacy	Will be given by other Department	Will be given by other Department	5	1 (Bridging Semester)
2	Functional English, Pakistan Studies	Will be given by other Department	Will be given by other Department	5	2
3	Islamic Studies, Computer Education	Will be given by other Department	Will be given by other Department	6	3

<b>S.No</b>	<b>Foundation Courses/Basic Courses/Introductory Courses</b>	<b>Symbol of Code</b>	<b>Alphabetical Code</b>	<b>Level of Study/Year</b>	<b>Semester</b>
1	Classroom Management, Logic and critical Thinking, Education in Pakistan, Educational Psychology	0	EDU	5	1 (Bridging Semester)
2	Philosophy of Education, Educational Technology, Comparative Education, Educational Statistics	0	EDU	5	2
1	Curriculum Development, Teacher Education in Pakistan	0	EDU	6	3
2	Educational Measurement & Evaluation, Teaching Practicum I	0	EDU	6	4
3	Guidance & Counseling, Foundation of Education, Pedagogical Skills, Teaching Practicum-II	0	EDU	6	5

S. No	Major Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Methods of Teaching in Physical Sciences, Methods of Teaching in Urdu, Methods of Teaching in Methods of Teaching in Biological Sciences, Methods of Teaching in Mathematics, Methods of Teaching in English, Methods of Teaching in Urdu, Methods of Teaching in Pakistan Studies, Methods of Teaching in Pashto, Methods of Teaching in Arabic	Will be given by other Department	Will be given by other Department	6	4

S. No	Minor Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Leadership and Management, Inclusive Education , Research & Assessment	1	EDU	6	3
2	Educational Testing, Human Development and Learning, Instructional Communicational Technology (ICT)	1	EDU	6	4
3	Teaching and Learning Strategies, School Community and Teacher, Reading/ Teaching Literacy	1	EDU	6	5

S. No	Advance Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
2	Research Methods in Education, Research Project (to be continued in next semester)	9	EDU	6	4
3	Research Project	9	EDU	6	5

## Scheme of studies for B.Ed 2.5 Years

Duration: 2.5 Years

Total Semesters: 05

Eligibility Criteria: B.A/B.Sc. with at least 45% marks

Total Credit Hours: 90

Medium of Instruction: English

S. No	Course Code	Course	Page No.
<b>Semester I (Bridging Semester )</b>			
1		Communication Skills	10
2	EDU- 501	Classroom Management	13
3	EDU- 502	Logic and Critical Thinking	17
4		Computer Literacy	19
5	EDU- 503	Education in Pakistan	23
6	EDU- 504	Educational Psychology	25
<b>Semester II</b>			
1	EDU- 505	Philosophy of Education	29
2	EDU- 506	Educational Technology	31
3	EDU- 507	Educational Statistics	35
4		Functional English	39
5	EDU- 508	Comparative Education	42
6		Pakistan Studies	46

*\* The courses of remaining three semesters (III, IV, V) of this program are same as of B.Ed. (1.5 years) Program.*

## Scheme of Study

### B.Ed. 2.5 years Program

#### SEMESTER – I (BRIDGING SEMESTER)

Sr. No.	Course Code	Courses	Cr. Hr.
1.		Communication Skills	3
2.	EDU-501	Classroom Management	3
3.	EDU-502	Logic and Critical Thinking	3
4.	CSC-301	Introduction to Information and communication Technologies	2+1
5.	EDU-503	Education in Pakistan	3
6.	EDU-504	Educational Psychology	3
		<b>Total Credit Hours</b>	<b>18</b>

#### SEMESTER – II

Sr. No.	Course Code	Courses	Cr. Hr.
1.	EDU-505	Philosophy of Education	3
2.	EDU-506	Educational Technology	3
3.	EDU-507	Educational Statistics	3
4.		Functional English	3
5.	EDU-508	Comparative Education	3
6.		Pakistan Studies	3
		<b>Total Credit Hours</b>	<b>18</b>

**SEMESTER – I II**

Sr. No.	Course Code	Courses	Cr. Hr.
1	EDU-601	Curriculum Development	3
2		Islamic Studies	3
3		Computer Education	3
4	EDU-602	Teacher Education in Pakistan	3
5	EDU-611- EDU-613	Area of Specialization – I	3
6	EDU-691	Research Methods in Education	3
		<b>Total Credit Hours</b>	<b>18</b>

**SEMESTER – IV**

Sr. No.	Course Code	Courses	Cr. Hr.	
1	EDU-603	Educational Assessment & Evaluation	3	
2	(Every Student will Select TWO Methodology Subjects from either Group-A or Group-B)		3+3	
	EDU-621	Methods of teaching in Physical Sciences (Compulsory)		Group-A
	EDU-622	Methods of teaching in Biological Sciences		
	EDU-623	Methods of teaching in Mathematics		
	EDU-624	Methods of teaching in English (Compulsory)		Group-B
	EDU-623	Methods of teaching in Mathematics		
	EDU-625	Methods of teaching in Urdu		
	EDU-626	Methods of teaching in Pakistan Studies		
	EDU-627	Methods of teaching in Pashto		
	EDU-628	Methods of teaching in Arabic		
3	EDU-614- EDU-616	Area of Specialization – II	3	
4	EDU-604	Teaching Practicum – I	3	
5	EDU-699	Research Project (to be continued in next Semester)		

		<b>Total Credit Hours</b>	<b>15</b>
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**SEMESTER – V**

Sr. No.	Subject code	Courses	Cr. Hr.
1	EDU-605	Guidance and Counseling	3
2	EDU-617-EDU-619	Area of Specialization III	3
3	EDU-606	Foundation of Education	3
4	EDU-607	Pedagogical Skills	3
5	EDU-608	Teaching Practicum – II	3
6	EDU-699	Research Project	6
		<b>Total Credit Hours</b>	<b>21</b>

**AREAS OF SPECIALIZATION**

Every student has to opt / chose 3 area of specialization (courses) from the list below for each semester.

Area of Specialization – I:

EDU-611          Educational Leadership and Management – \*

EDU-612          Inclusive Education – \*

EDU-613          Research and Assessment

Area of Specialization – II:

EDU-614          Educational Testing

EDU-615          Human Development and Learning & Learning\*

EDU-616          Instructional Communication Technology (ICT) – \*

Area of Specialization – III:

EDU-617 Teaching and Learning Strategies

EDU-618 School Community and Teacher – \*

EDU-619 Reading / Teaching Literacy – \*



**SEMESTER I**  
**(BRIDGING SEMESTER)**

# Communication Skills

**Course Code:**

**Credit Hours = 3**

## **Course Description**

The course develops skills for effective communication and presentation in clear and generally correct English. It also develops effective communication strategies, making oral and written presentations. It will enhance the confidence and interpersonal skills of students. Most importantly all the four skills of language will be improved and consequently the prospective teachers' proficiency in English language will be enhanced.

## **Course Objectives**

After completing this course, the prospective teachers will be able to;

- Use English confidently
- Discriminate between the use of language in formal and informal settings
- Write and to speak a variety of audience for a variety of purposes
- Communicate ideas and compose meaningful thought
- To write effectively and make oral presentations
- To develop reading skills

## **Learning and Teaching Approaches**

To make students independent users of language, it is essential that they are involved in the learning process. The course demands an integrated approach of language teaching that enables learning of all the four skills of language; i.e. Listening, speaking, reading and writing in natural settings. The learning and teaching approach should be balanced, so that students not just learn about language, but also learn how to use language in different contexts. The teachers and students are encouraged to respond through group and pair work, active learning strategies like role play, debates, presentations, brainstorming, reflections, etc....

## **Course Content**

### **Unit-1: Effective Communication**

- 1.1. Definition/concept of Communication
- 1.2. Importance and benefits of Communication
- 1.3. Components of Communication
- 1.4. Problems and Barriers of Communication
- 1.5. Verbal Communication
- 1.6 Non-verbal Communication
- 1.7. The Communication Cycle and Process
- 1.8. The Seven C's or Principles of Effective Communication

## **Unit-2: Making and Strategies of Oral Presentation**

- 2.1. Steps in Preparing a Message
- 2.2. Types of Messages: Good News, Neutral Messages and Bad News
- 2.3. Strategies for Successful/Effective Speaking and Effective/Successful Listening
- 2.4. Strategies for Successful Interpersonal Communication
- 2.5 Purposes and kinds of Meetings
- 2.6. Principles of Conducting Meetings
- 2.7. Understanding Group Dynamics
- 2.8. Interview Skills
- 2.9. Individual and Group Presentations
- 2.10. Preparing a Presentation on a Given Topic
- 2.11. Speech/Presentation: Extemporaneous and Prepared

## **Unit-3: Reading and Writing Communication**

- 3.1. Power Reading/Study Skills
- 3.2. Note-taking; Summarizing
- 3.3. Opening Statement/Topic Sentence/Key Sentence
- 3.4. Identifying Audience and Purpose in Different Texts
- 3.5. Writing Persuasively
- 3.6. Academic Writing
- 3.7. Project Presentation
- 3.8. Resume or Curriculum Vitae
- 3.9. Ethics in Communication

## **SUGGESTED BOOKS / READINGS**

- Howe, D.H.& Kilpatrick. (2008) English for Undergraduates, Oxford: OxfordUniversity Press
- Herta A. Murphy, H.W.Hildebranot& J.P. Thomas. (1998).Effective Business Communications.  
New York: The McGraw Hill Companies
- Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association
- Wren & Martin. (1999).High School English Grammar and Composition. Revised by PrasadaRao.  
New Delhi: Chand & Company
- Online Resources:
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://learnenglish.britishcouncil.org/en/>
- <http://www.teachingenglish.org.uk/>

# Classroom Management

**Course Code: EDU-501**

**Credit Hours = 3**

## **Course description**

In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places learning as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach and how to teach it and to view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures, and community building.

## **Course Objectives**

Student Teachers will be able to:

- Define classroom management as a means to maximizing student learning;
- Identify key features of a well-managed classroom;
- Plan lessons, activities, and assignments to maximize student learning;
- Differentiate instruction according to student needs, interests, and levels;
- Design and practice predictable classroom routines and structures to minimize disruptions;
- Plan for a culture of caring and community in the classroom.

## **Course Content**

### **Unit 1 – Learning Theories and Classroom Management**

- 1.1 Classroom management – nature, definition, types
- 1.2 Teacher’s personal philosophy about teaching and learning and classroom management
- 1.3 Well-managed classroom
- 1.4 Classroom management features (e.g. physical environment, social environment)
- 1.5 Classroom management challenges
- 1.6 Differences between classroom discipline and classroom management
- 1.7 Designing an effective classroom environment
  - 1.7.1 Identifying resources for learning.
  - 1.7.2 Using displays and visuals effectively for enhancing the learning environment in the classroom. Arranging seating for different kinds of learning experiences.

1.7.3 Employing physical facilities for enhancing the learning environment.

1.7.4 Building the social environment.

## **Unit 2 – Curriculum and Classroom Management**

2.1 Curriculum Supporting Classroom Management

2.2 Creating a plan for teaching and learning

2.2.1 Planning, motivating, teaching, and assessing the curriculum

2.2.2 Differentiation of instruction

2.2.3 Multigrade classrooms

2.2.4 Overcrowded classrooms

## **Unit 3 – Diverse Classrooms: Routines, Schedules, and Time Management**

3.1 Classroom routines and structures

3.2 Classroom time Management

3.3 Creating structures and routines in a multigrade context

3.4 Creating routines and structures for dealing with special needs and situations

3.5 Using routines and structures for teaching specific subject content such as maths, science, or literacy

3.6 Using classroom routines and structures for promoting co-operation and collaborative learning

## **Unit 4 – Creating Shared Values and Community**

4.1 Community inside and outside the classroom and school

4.2 Community participation and involvement

4.3 Typical practices of community participation

4.4 Involving the community in classroom

4.5 Routines and structures for community involvement in schools and classrooms

4.6 Community involvement in multigrade classroom

#### 4.7 Creating caring classrooms

4.7.1 Diverse classrooms as caring, democratic communities

4.7.2 Respectful relations between teacher and students and among students

#### 4.8. Caring classroom help building responsible actions and personal accountability

### Unit 5 – Course Overview

5.1 Course learning and creating effective classroom

5.2 Peer critique and review

5.3 Summary of course

### SUGGESTED BOOKS / READINGS

- Burke, J. (2008). *Classroom management*. New York, NY: Scholastic, Inc.
- Canter, L. (2010). *Lee Canter's assertive discipline: Positive behavior management for today's classroom*. Bloomington, IN: Solution Tree, Inc.
- Charney, R. S. (2002). *Teaching Children to Care—Classroom Management for Ethical and Academic Growth, K–8* (Greenfield, MA: Northeast Foundation for Children, 2002).
- Cummings, C. (2001). *Managing to teach: A guide to classroom management*. Edmonds, WA: Teaching, Inc.
- Levin, J. and Nolan, J. F. (2003). *What every teacher should know about classroom management*. Boston, MA: Pearson Education, Inc.
- Marzano, R. J., Gaddy, B. B., Foseid, M. C. Foseid, M. P., and Marzano, J. S. (2003). *A handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Marzano, J. S. and Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McLeod, J., Fisher, J., and Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Noddings, N. (2005). 'Caring in Education', in The Encyclopaedia of Informal Education. available at: [www.infed.org/biblio/noddings\\_caring\\_in\\_education.htm](http://www.infed.org/biblio/noddings_caring_in_education.htm)

- Noddings, N. (2007). *'Teaching Themes of Care'*. Available at <http://www.bu.edu/ccsr/files/2011/04/Spring-2007.pdf>
- Shellard, E., Protheroe, N. and Turner, J. (2005). *What we know about: Effective classroom management to support student learning*. Arlington, VA: Educational Research Service.
- Smith, R. (2004). *Conscious classroom management: Unlocking the secrets of great teaching*. San Rafael, CA: Conscious Teaching Publications.



# Logic and Critical Thinking

**Course Code: 502**

**Credit Hours = 3**

## **Course Objectives**

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

1. Explain, describe and use correctly the significant terms of philosophy i.e. logic and critical thinking.
2. Describe logic, inductive and deductive aspect of logic.
3. Explain the functions of language, fallacy and its classification.
4. Differentiate between intrinsic and instrumental theory of values.
5. Explain the implications and applications of general philosophies in terms of the concepts of reality theory of knowledge and theories of values in society and practically in education.
6. Explain the application of each type of philosophy of educational issues such as aims, curriculum, teaching learning process, methods, the role of the teacher, role and function of the school in the society.
7. Identify and describe the main features of the Islamic view about the concepts of reality, knowledge and values.

Apply Philosophical methods to the examination of educational problems/ issues.

## **Course Content**

- Logic and Ethics, inductive and deductive.
- Proposition and argument, establishing validity and truth.
- Function of language, fallacy and classification of fallacy.
- Argument from analogy and apprising analogical argument.
- Scientific explanation, scientific inquiry, hypothesis and confirmation.
- Evaluating scientific explanation, classification and hypothesis.
- Definition and importance of the study of ethics
- Demand made by ethics on its students, importance of ethics in daily life.
- The individual and society, society as background of the moral life of individual and the state
- Egoism, universalism and altruism and theories of punishment

- Rights and duties, moral obligations
- Virtue
- The meaning of virtue.
- Plato's cardinal virtues.
- Aristotle's conception of virtue.

#### **SUGGESTED BOOKS / READINGS**

- Butler, J.D. (1970) Four Philosophies. New York: Harpa. Brother, U.S.A
- Barrow. R. (1981) The Philosophy of schooling, somerset, N.J.: Halsted press
- Brameld, T.B. (1955) Philosophies of education in cultural perspective, New York, Dryden Press
- Additional Reading:
- Kneller, G.F.(1971) An introduction to the Philosophy of education, New York: John Wiley and Son.
- O'Connor, D.J. (1957) An introduction to the philosophy of education. London: Routledge&Kegan Paul.
- Phoenix, P.H (1964) Realms of knowledge New York: McGraw Hill.
- Titus, H.H. (1960) Living issues in Philosophy New York: American Book Company.
- Bowyer, C.H. (1970) Philosophical perspectives for education. New York: Scott Foreman

## Introduction to Information and Communication Technologies

<b>Course Name:</b> Introduction to Information and Communication Technologies	<b>Course Code:</b> CSC301
<b>Course Structure:</b> Lectures: 2, Labs: 1	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<b>Course Objectives:</b> <p>This is an introductory course on Information and Communication Technologies. The topics include ICT terminologies, hardware and software components, the internet and world wide web, and ICT based applications.</p>	
<b>Intended Learning Outcomes:</b> <p>After the completion of this course, the student will be able to:</p> <ul style="list-style-type: none"><li>- Understand different terms associated with ICT</li><li>- Identify various components of a computer system</li><li>- Identify the various categories of software and their usage</li><li>- Understand different terms associated with the Internet and World Wide Web.</li><li>- Use various web tools including Web Browsers, E-mail clients and search utilities.</li><li>- Use text processing, spreadsheets and presentation tools</li><li>- Understand the enabling/pervasive features of ICT</li></ul>	
<b>Course Outline:</b> <ul style="list-style-type: none"><li>- Introducing Computer Systems, Types of computer and history of computer</li><li>- Basic Definitions &amp; Concepts, Hardware: Computer Systems &amp; Components. Interacting with the Computer, input and output devices</li><li>- Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Database, Introduction to RDBMS, Uses of Databases, Management information systems</li><li>- Computer Programmes, hardware software interaction, compilers and interpreters, Input-Processing-Output charts, algorithms, flowcharts, generations of language</li><li>- Networks, uses of networks, Types of networks, network topologies and</li></ul>	

protocols

- Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, threats, identity theft, online spying tools, threats to hardware hacking
- Taking protective measures
- Project Week, Review Week

**Reference Material:**

1. Norton, P.(7<sup>th</sup> ed.). *Introduction to Computers* .McGraw Hill .
2. Williams, S.(6<sup>th</sup> ed.). *Using Information Technology: A Practical Introduction to Computer & Communications* .McGraw Hill.
3. Sarah ,E., Hutchinson., Stacey, C., Sawyer.(6<sup>th</sup> ed.).*Computers, Communications & information: A user's introduction*.
4. Leon,A., Leon.M. *Fundamentals of Information Technology*. Leon press

# Education in Pakistan

**Course Code: 503**

**Credit Hours = 3**

## **Course Description**

The course introduces prospective teachers to the structure and system of education in Pakistan. It also introduces prospective teachers to various issues concerning education in Pakistan. In this course students will learn about educational policies, conferences and reports that have been introduced from time to time in the country. Students will also examine recent trends in educational policy that have originated at the international level and will compare system and structure of education of Pakistan with developed, developing and SAR countries.

## **Course Objectives**

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

- Develop an insight into the system and structure of education in Pakistan;
- Explain the educational policies since 1947 up to 2010;
- Analyze and differentiate among various modes of education in Pakistan;
- Make a comparative analysis of literacy rate in Pakistan and other selected countries.

## **Course Content**

### **Unit 1: The Structure and System of Education in Pakistan**

- 1.1: The structure of education in Pakistan: Elementary, Secondary and Tertiary
- 1.2: The system of education in Pakistan: Public, Private and Madrassa Education
- 1.3: Issues in curriculum, medium of instruction and assessment in various systems

### **Unit 2: Educational Policies in Pakistan**

- 2.2: A brief review of educational policies, plans and commissions in Pakistan
- 2.3: Main features of educational policies and conferences since 1947 up to 2009.
- 2.4: Problems of implementation of policies initiatives.

### **Unit 3: Modes of Education in Pakistan**

- 3.1: Formal education
- 3.2: Informal education
- 3.3: Non-formal education
- 3.4: A brief history of distance education and the constituent institutions in Pakistan

#### **Unit 4: Literacy Rate in Pakistan**

- 4.1: Current literacy rate in Pakistan in comparison with developed/developing/SAR countries
- 4.2: Factors affecting literacy rate.
- 4.3: Measures for enhancing literacy rate
- 4.4: Economics of education
- 4.5: Education indicators and statistics

#### **Unit 5: Economics of Education**

- 5.1: Educational Production Functions
- 5.2: The Market for Teachers
- 5.3: Teacher Incentives
- 5.4: School Choice
- 5.5: Market Dimensions of Higher Education
- 5.6: Financial Issues in Higher Education

#### **SUGGESTED BOOKS / READINGS**

- Afridi, A. K. & Rehman, M. (2000). Critical issues in higher education in Pakistan. *Journal of Education & Research*, 5 (2). Pp 13-22.
- Afridi, A. K. & Bashiruddin, A. (2012). *Education in Pakistan: Learning from research partnership* (Eds.). Karachi: Oxford University Press.
- Shahid, S. M. (2001) *Educational management and supervision*. Lahore: Majeed Book Depot.
- Shahid, S. M. (2001). *Comparative education*. Lahore: Majeed Book Depot.
- Sharma, Y. K. (2007). *Comparative education: A comparative study of educational systems*. New Delhi: Kanishkar Publishers.

# Educational Psychology

**Course Code: 504**

**Credit Hours = 3**

## **Course Description**

This is a compulsory course in the B.Ed (2.5 years) program. It is designed to give an in depth understanding of the central ideas of educational Psychology and explores the psychology of learning. As an interdisciplinary blend of psychology and education, the course necessarily addresses both theoretical and practical issues. It investigates the science of human behavior, especially the behaviors connected to teaching and learning. This course focuses on how theoretical and empirical knowledge about different aspects of educational psychology can be applied to educational settings with the foremost concern on practice of the core principles of learning, their uses in understanding the learning and behavior of students and the application of these principles to classroom practice. The prospective teachers will learn about cognitive, social and moral development of individuals. They will study the concept & theories of intelligence and latest concept of multiple intelligence, personality, its traits and motivation. The course also includes guidance and counseling in educational settings.

## **Course Objectives**

At the end of the course, it is expected that students will be able to:

- Indicate the boundaries of Educational Psychology as a discipline in terms of contents in the Behavioural Sciences, boundaries of education and research function.
- Explain the various methods of enquiry in Educational Psychology.
- Define the concept of learning and indicate the list of different theories of learning.
- Analyse the concept of Motivation as reflected in contemporary trends through different theories of learning.

## **Course Content**

### **Unit 1. Introduction to Educational Psychology**

#### 1.1 Educational Psychology concept

- 1.2 Application of Educational Psychology in the classroom
- 1.3 Relationship of Educational Psychology with other disciplines
- 1.4 Methods in Educational Psychology

## **Unit 2. Intellectual Development**

- 3.1 Cognitive Development
- 3.2 Piaget's Theory
- 3.3 Cognitive Development and the Classroom.

## **Unit 3. Intelligence**

- 4.1 Definition of Intelligence
- 4.2 Measurement of Intelligence
- 4.3 Theories of Intelligence
- 4.4 Emotional Intelligence
- 4.5 Difference between IQ & EQ
- 4.6 Nature-Nurture Problem

## **Unit 4 Learning**

- 5.1 Introduction to learning
- 5.2 Cognitive approach to learning
- 5.3 Social approach to learning
- 5.4 Humanist Approach to learning

## **Unit 5. Guidance and Counseling**



- 8.1 Concept of Guidance
- 8.2 Concept of Counselling
- 8.3 The Counselling Process
- 8.4 Teachers' Role as a Counsellor
- 8.5 Vocational Guidance

### **SUGGESTED BOOKS / READINGS**

- Fontana, D. (1988). *Psychology for Teachers*, (2nd edition), England: The British Psychological Society in collaboration with Macmillan Publishers.
- Wool folk, A. E. (2010). *Educational Psychology* (11<sup>th</sup> ed.) Boston: Allyn& Bacon.
- Taylor, G. R. and Mackenny, L. (2008). *Improving Human Learning in the Classroom: Theories and Teaching Practices*. Lanham, Md: Rowman& Littlefield Education.
- Turner, S. (2007). *Learning Theories*. Delhi:Global Media. India.

### **Additional Readings**

- Child, D. (1993). *Psychology and the Teacher*, 5th Edition London: Cassell.
- Lucas, J.L.; Blazek, M.A. & Riley, A.B. (2005). The lack of representation of educational psychology and school psychology in introductory psychology textbooks. *Educational Psychology*, 25, 347–51.

# **SEMESTER - II**

# Philosophy of Education

Course Code: EDU- 505

Credit Hours = 3

## Course Objectives

At the completion of the course the students will be able to explain:

1. How do general Philosophy and Philosophy of education relate to one another?
2. How do Philosophers conceptions, of human nature influence their view of education?
3. How do philosophers of education treat the ethical or value dimension of education?
4. How does educational Philosophy affect every day school practice?
5. What Philosophy of education lies behind current proposals for educational reform?
6. What are the implications for classroom teaching regarding the following theories of education:
  - \* Perennialism, Essentialism, Pragmatism.
  - \* Progressivism and Social Reconstruction?
7. Why should teachers study the History and Philosophy of Education?
8. How have the leading educators in the Muslim World and Europe contributed through the ages ?

## Course Content

### Unit 1. Philosophy of Education

- 1.1 Definition and meaning of Philosophy.
- 1.2 Definition and meaning of Education.
- 1.3 Relationship between Philosophy and Education.
- 1.4 Scope of Philosophy of Education.
- 1.5 Aims of education in Global Perspectives.
- 1.6 Aims of education in Muslim Society.

### Unit 2. Foundations of Education

- 2.1 Philosophical foundation.
- 2.2 Sociological Foundation.
- 2.3 Religious Foundation.
- 2.4 Psychological Foundation.
- 2.5 Ideological Foundation.

### Unit 3. Some important Western Philosophers and their contribution to Education:

- 3.1 Plato.
- 3.2 Aristotle.
- 3.3 Rousseau.

#### **Unit 4. Muslim Philosophers and their contribution to Education:**

- 4.1 Ibn-e-Khaldoon.
- 4.2 Imam Ghazali.
- 4.3 Allamalqbal.

#### **Unit 5. Education and State**

- 5.1 Relationship between state & Education.
- 5.2 Responsibilities of the state in educating the public.

#### **Unit 6. Quranic philosophy of Education.**

- 6.1 Development of Education.
- 6.2 Emphasis on Education.
- 6.3 Stress on acquisition of knowledge and its various aspects.

#### **Unit 7. Hadith**

1. Impacts of Hadith on Educational development.
2. Sources of Education, their importance and methods.
3. Aspects of knowledge underlined in Hadith.
4. Prophet (SAW) as a model for learning.

#### **SUGGESTED BOOKS / READINGS**

- Meyer, A.E:(1975) Grandmasters of Educational Thought New York: Mc Grow-Hill, Inc.
- Khalid,T.(1976) An Introduction to Educational Philosophy and History. Karachi National Book Foundation.
- Burr & Golding(1972): Philosophy and Contemporary Issues -New York: Macmillan.

#### **Additional Reading:**

- Frost,S.E(1953) Basic Teachings of the Great Philosophers. New York: Barnes & Noble.
- Philip.G.S.(1970) Philosophy of Education. New York: Harper.
- Phenix,H.P(1971) Philosophies of Education. New York: John wiley& Sons.

# Educational Technology

**Course Code: EDU-506**

**Credit Hours = 3**

## **Course Description**

This course is design to give an indebt understanding to prospective teachers about the use of new technologies in the field of education. It will provide awareness to teachers how to apply different technologies and also provide practical experiences that will develop critical thinking among them. Integrating technology into the curriculum is designed to give hands-on experience with the infusion of educational technology into the curriculum. The prospective teachers will engage in a wide range of activities and projects designs to impart a practical understanding of the idea that teaching concepts and skills require expertise in various instructional methods. The teachers will gain firsthand experiences in integrating technology into classroom activities and will create conducive learning environment for learners.

## **Course Objectives**

- To develop interest and awareness of prospective teachers about the basic concept, importance of new electronically mediated technologies used in education.
- To add knowledge about the selection of different technologies which play vital role in education.
- To give information to the students how to make education more effective and efficient by using new technologies in research and teaching learning process.
- To incorporate technology in to the curriculum to attain specific learning goals.
- To recognize the importance of continued professional growth and leadership in achieving and maintaining expertise in the use of educational technology.

## **Course Content**

### **Unit-1 Introduction to Educational Technology**

- 1.1 Origin and history
- 1.2 Nature, need and significance
- 1.3 Functions of educational technology

### **Unit-2 Hardware Instructional Aids**

- 2.1 Introduction to hardware approach.
- 2.2 Hardware instructional aids.

- a) Radio
- b) Tape Recorder
- c) Television
- d) Closed circuit Television (CC TV)
- e) Cassette Recorder
- f) Films
- g) Computer.

### **Unit-3      Software Instructional Aids**

3.1      Introduction to software approach.

3.2      Software instructional aids

        a) Writing board

        b) Bulletin board

c) Flannel board

        d) Pictures

3.3      Graphic software aids

        a) Graphs

        b) Charts

        c) Maps

        d) Globes

        e) Diagrams

        f) Photographs

        g) Cartoons

        h) Posters

3.4      Projective software aid

        a) Transparencies

        b) Slides

- c) Models
- d) Flash cards
- e) Dioramas

#### **Unit-4      E-Learning in Educational Institution**

- 4.1 Introduction to e- learning
- 4.2 Nature and characteristics
- 4.3 Styles of e-learning
- 4.4 Arrangement for e- learning in our educational institutions
- 4.5 Advantages of e- learning

#### **Unit-5      Audio- Tutorial System**

- 5.1 Introduction
- 5.2 Necessary ingredients of the audio – tutorial approach
- 5.3 Problems
- 5.4 Advantages

#### **Unit-6      Language Laboratory and Tele Conferencing**

- 6.1 Introduction (L.L)
- 6.2 Need of language laboratory
- 6.3 Types and their functions
- 6.4 Uses and applications
- 6.5 Introduction (teleconferencing)
- 6.6 Basic types of teleconferencing

## RECOMMENDED BOOKS / READINGS

- Iqbal, J. (1999). Allied Materials on Computers in Education. (Course Code 855). (Edu). M.Ed. ALOU. Islamabad (Pakistan): National Book Foundation
- Mangal, S.K & Uma. (2010). Essentials of Educational Technology. New Delhi (India): Baba Barkha Nath Printers, India.
- Mohanty, J. (2003). Educational Technology. New Delhi (India): Deep & Deep Publications Educational Technology.
- Rashid, M. (2003). Allied Material of M.Phil (Education). (Course Code-740) ALOU. Islamabad (Pakistan): National Book Foundation.
- Reddy, C. (2008). Educational Technology. India: Arise Publishers & Distributors.



# Educational Statistics

**Course Code: EDU-507**

**Credit Hours = 3**

## **Course Description**

This course is designed to teach introductory concepts in statistics as applied in the social sciences, particularly education. The course will provide a basic understanding of commonly used statistics to prepare students for more advanced statistics courses. It includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms are also introduced

## **Course Objectives**

At the end of this course, the student will be able to

- Discriminate between: descriptive statistics and inferential statistics; populations and parameters, samples and statistics.
- Construct and utilize grouped and ungrouped frequency distribution tables, histograms.  
3. Compute mean, median, mode, range, interquartile range, and standard deviation.
- Compute and utilize percentiles and percentile ranks.
- Compare and contrast three different measures of central tendency and three measures of variability.
- Compute and utilize z-scores and other standard scores.
- Use SPSS in performing statistical computations.
- Interpret and critique published research reports using these statistics.

## **Course Content**

### **Unit 1: Introduction**

1.1-Introduction and Braches of Statistics

1.2- Frequency distribution

1.3- Scales of measurement, types of scales

1.4-Data, types of Data and

1.5- Graphical representation of Data

- i. Bar graphs
- ii. Histograms
- iii. Line graphs
- iv. Scatter plots

## **Unit 2: Measures of Central Tendency**

2.1-Mean

2.2- Median

2.3- Mode

2.4 -A comparison of mean, median, mode

## **Unit 3: Measures of variability**

3.1- The Range

3.2- The Quartile Deviation

3.3- The Variance and standard deviation

3.4 - Standard deviation and the normal distribution

## **Unit 4: Measures of Relationship**

4.1 -Measure of relationship

4.2- The spearman Rho

4.3- The pear son r

## **Unit 5: Measure of Relative standing (position)**

5.1- Percentile Rank

5.2- Standard score

5.3- Z-score

5.4- T-score

## **Unit 6: Basic concept of inferential statistics**

6.1 –Hypothesis and its Types

6.3 -Standard Error, Type 1 and type-2 Errors

6.4 -Degree of freedom

6.5 –Levels of significance

### **Unit 7: Hypothesis testing**

7.1 -The t-test for independent sample

7.2- The t-test for Non-independent sample

7.3-One way analysis of variance

7.4-Post Hoc test in analysis of variance

### **Unit 8: Test of Significance**

8.1- Regression

8.2-Chi-square test for contingency tables

8.3- t-tests for correlation coefficient

### **Unit 9: Use of SPSS in Data analysis**

9.1 -Introductions to SPSS

9.2 -Entries of data in SPSS

9.3 -Analyses of data by SPSS

### **SUGGESTED BOOKS / READINGS**

- Best, J.W. and Kahn, J.V. (2006) Research in Education (10<sup>th</sup> Ed.). New York :Allyn and Bacon
- Brian C. C. (2008). How to use SPSS: A step by step Guide to Analysis and Interpretation, Pyrczak pub.
- Garrett, H.E. (2000). Statistics in Psychology and Education. Islamabad: National Book Foundation (6<sup>th</sup> print).

- Harsh Barger, T.R. (1971) Introductory Statistics: A Decision Map. New York: Macmillan Company
- Johnson, B. and Christensen. L. (2008). Educational Research; Quantitative, Qualitative and Mixed Approaches. Los Angeles; SAGE Publication.
- L. R. Gay (2000). Educational Research: competencies for Analysis and Application (5<sup>th</sup> Ed). Islamabad: National Book Foundation.
- Moore, D. S. (2000). The basic practice of statistics (2<sup>nd</sup> Ed). New York: W.H. Freeman and Co.
- Nanda, G.C., Khatai, P.K. (2005). Fundamentals of educational Research and Statistics.
  - Ludhiana (India): Kalyani Publishers
- Sinha, B.L. (2006) Statistics in Psychology and Education. New Delhi: Anmol Publications

# Functional English

**Course Code:**

**Credit Hours = 3**

## **Course Description**

The purpose of this course is to develop the linguistic and communicative competency of the prospective teachers. It will enhance their knowledge of grammar. It will further improve their reading and writing abilities. The prospective teachers will be able to use grammar in their daily life practically.

## **Course Objectives**

At the completion of this course, the prospective teachers will be able to;

- Learn and understand the appropriate use of English as a Language
- Develop their Linguistic and Communicative Competency
- Improve their skills in Writing
- Speak English with ease and comfort
- Expand their Vocabulary

## **Course Content**

### **Unit.1 Parts of Speech and it's Use**

1.1 Nouns and Pronouns

1.2 Verbs and Adverbs

1.3 Adjectives and Prepositions

1.4 Conjunctions and Interjections

### **Unit.2 Language Functions**

2.1 Understanding Tenses

2.2 Active Voice and Passive Voice

2.3. Direct and Indirect Narration

2.4 Dialogue Writing

### **Unit.3 VocabularyBuilding**

3.1 Pairs of Words

3.2 Noun-phrases and Verb-phrases

3.3 Proverbs

3.4 Typical English Expressions

### **Unit.4 Academic Writing**

4.1 Brainstorming before Writing

4.2. Letter Writing

4.3 Paragraph Writing

4.4 Essay Writing

4.5 Summarising/Precis Writing

### **Unit.5 Reading Comprehension**

5.1 What a Wonderful World

5.2 Happiness

5.3 Doing the Right Thing

5.4 On the Move

5.5 Likes and Dislikes

5.6 Imagine

5.7 Relationship

5.8 Obsessions

5.9 Tell me about it

## 5.10 Two Weddings, a Birth and a Funeral

### **SUGGESTED BOOKS / READINGS**

- Bruder, M.N. (1974). *Developing Communicative Competence in English as a Second Language*. Pitts Burge: Oxford University Press.
- Wren & Martin. (1999). *High School English Grammar and Composition*. Revised by PrasadaRao. New Delhi: Chand & Company
- Mackay, Barkman & Jordan. (1979). *Reading in a Second Language*. Mass: Newbury House Publisher.
- Politzer, R.L. (1969). *Foreign Language Learning*. New Jersey: Prentice Hall.
- Liz & Soar. *Headway: Oxford University of Press*.

# Comparative Education

**Course Code: 508**

**Credit Hours = 3**

## **Course Description**

Comparative Education is a gateway to a global view of diversity in education. It is an innovative idea in the context of Pakistani Universities. It gives deep understanding of social, cultural, geographical and economic factors underlying an educational system. Comparison of Pakistan's Education System with other developing and developed countries of the world is important in order to know about the level of competition, to learn from experience and ultimately to achieve excellence in global perspective. Through this course, the prospective teachers will be able to have a global idea of education systems of selected countries, educational environment, their standards and the local needs. Through the comparison of internal trends/standards and the local demands; students will be able to draw conclusion about the type of education system, which is more suitable for Pakistan.

## **Course Objectives**

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

- Define the concept of Comparative Education
- Identify the elements, approaches and methods of Comparative Education
- Compare the education systems of selected developed and developing countries
- Analyze the education system of Pakistan critically in global perspective
- Evaluate global issues in comparative Perspective

## **Learning and Teaching Approaches:**

A variety of teaching and learning approaches will be used throughout the course; such as, group work, peer learning, class debates and discussions (small group, large group). There will be different levels of tasks; such as, making information posters, interactive presentations, group discussions based on experience, sharing information, exchange ideas and reading, and cooperative learning. There will be home-based assignments in order to make use of the extended hour effectively. The course also links learning approaches and assessments in order to have comprehensive information about comparative education. Through various in and out of class assignments, students will be able to critically evaluate the need and rationale for reforms in the Pakistan's System of Education through comparison and contrast.



## **Course Content**

### **Unit-1: Introduction to Comparative Education**

The first unit will give a concept of comparative education. In this unit the students will know about the meaning of comparative education, need, scope, objectives, purpose and importance of comparative education.

- 1.1. Introduction to Comparative Education Course
- 1.2. Meaning and Need of Comparative Education
- 1.3. Objectives and Purpose of Comparative Education
- 1.4. Scope of Comparative Education
- 1.5. Importance/Advantages of Comparative Education

### **Unit-2: Approaches/Methods of Comparative Education**

This unit discusses in detail the various approaches/methods used in Comparative Education

- 2.1. Descriptive Method
- 2.2. Historical Method
- 2.3. Psychological Method
- 2.4. Social Approach
- 2.5. Quantitative and Statistical Approach
- 2.6. Scientific Approach

### **Unit-3: Comparative View of Education System in Pakistan**

This unit will explore the current situation of Private and Public, Madrassah and Formal, Distance and Non-formal Education in Pakistan and compare them.

- 3.1. Private and Public
- 3.2. Madrassah and Formal Education
- 3.3. Formal Education vs Distance Education
- 3.4. Formal vs Non-formal Education

### **Unit-4: Comparative Education in Developed Countries**

This unit will be based on education system of some selected developed countries. Different education systems will be explored and compared. Relevance and applicability for adopting some practices from the experience of developed countries will be analyzed.

- 4.1. UK
- 4.2. France
- 4.3. USA
- 4.4. Japan
- 4.5. Singapore
- 4.6. Comparison and contrast of 5 developed countries education system with Pakistan

#### **Unit-5: Global Issues in Comparative Perspective (Focusing on Developed and Developing Countries)**

The last unit will discuss the global issues in comparative perspective by keeping in view the selected developed and developing countries as discussed in unit-4 and 5

- 5.1. Literacy/Education for All
- 5.2. Educational Reforms
- 5.3. Recruitment of Teachers at Elementary and Secondary Level
- 5.4. Admission Procedure at Higher Education Level
- 5.5. Resources and its Utilisation
- 5.6. Conclusion of the Unit
- 5.7. Review and Conclusion of the Entire Course

**Grading Policy:** Twenty (20)marks will be given on the basis of internal evaluation;i.e. assignment; thirty (30) marks will be awarded on the basis of midterm examination and fifty (50) marks will be allotted to final term examination.

#### **SUGGESTED BOOKS / READINGS**

- Afridi, A.K. &Rehman,M. (2002) Critical Issues in Higher Education in Pakistan.Journal of Education and Research,5(2).pp.13-22
- Asghar, M., Rauf ,M.Iqbal, Z & Ahmad ,M.(2010).Job Satisfaction of Elementary Teachers.Journal of Education and Research,7(1).pp.95.63-67
- Ghaffar,S.A. (1995).Government Policies and Initiatives on Reforms in Examination in Pakistan.Journal of Education and Research,1(2).pp.95-112
- Khan, W. (2002). The Social Status of Teachers in Pakistan.Journal of Education and Research,5(2).pp.153-158
- Reba,A.& Ibrahim.(2010).People’s Perception of the NGO,Public and Private Schools.Journal of Humanities and social Sciences,8(2),pp.55-61
- Shahid,S.M. (2006).Comparative Education.Lahore:Majeed Book Depot,pp.15-163,224-236,286-305,376-400

- Surya,B. &Bhaskara,D.(2004). Comparative Education.New Delhi: Discovery Publishing House,pp.53-64,80-137,151-353
- Sharma,Y.K. (2007).Comparative Education: A Study of Educational Systems. New Delhi: Kanishkar Publishers,pp.14-22,29-109,127-191,329-423.

# PAKISTAN STUDIES

**Course Code:**

**Credit Hours = 3**

## **Course Description**

This course will provide opportunities to the prospective teachers to critically examine the content knowledge in four fundamental disciplines that form the core of Pakistan studies i.e. Geography, History, Economics, and Society. This course provides a background of Pakistan Movement and political development after its inception. It will also particularly cover the salient features of Pakistan i.e. land, economy, human development and domestic and international current issues. The course aims not only to provide knowledge about the history and different issues of Pakistan but also broaden the student's vision and understanding of society democratic citizen ship, respect for cultural diversity and religious harmony.

The course will prepare prospective teachers to become critical thinkers, problem solvers, creative, and conflict resolvers. Furthermore, this course will encourage prospective teachers to take informed decisions and play role as active and conscientious citizens. This course will also equip the perspective teachers with knowledge, skills and abilities to be effective teachers of Pakistan Studies.

## **Course Objectives**

After studying this course the trainee teachers will be able to

- Know, understand and critically analyze the main concepts of history, geography, civics and economics of Pakistan.
- Develop, enhance and apply analytical thinking skills- such as observation, problem solving, curiosity, creativity, decision making, and conflict resolving- in students.
- Inculcate in students the sense of patriotism and peace, tolerance and patience, active democratic citizen ship, respect for cultural diversity and religious harmony.

## **Course Content**

**Unit. 1. Historical Perspective.**

- 1.1 Teaching of History (Facts and opinions)
- 1.2 Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- 1.3 Factors leading to the birth of a nation

**Unit.2. Land and People**

- 2.1 Thematic approach to Geography
- 2.2 Physical features of Pakistan five main land regions (The Northern and Western Highlands, The Punjab Plain, The Sind Plain, The Baluchistan Plateau and The Thar Desert.
- 2.3 Factors that affect the growth and economy of Pakistan

**Unit.3. Government and Politicsin Pakistan**

Topics covered are (the Political and Constitutional phases)

- 3.1. 1947-58
- 3.2. 1958-71
- 3.3. 1971-77
- 3.4. 1977-88
- 3.5. 1988-99
- 3.6. 1999-2007
- 3.7. 2008- onward

**Unit.4. Contemporary Pakistan**

- 4.1 Main Sectors of Pakistani Economy,Agriculture, Industry, Imports &Export
- 4.2 Foreign Policy of Pakistan and challenges
- 4.3 Futuristic outlook of Pakistan

## SUGGESTED BOOKS / READINGS

- Amin, S.M. (2004). *Pakistan's Foreign Policy: A Reappraisal*. Karachi: Oxford University Press.
- Burke, S.M; Qureshi, S. (1995). *The British Raj in India*. Karachi: Oxford University
- Hafeez, M. (2006). (ed) *The Encyclopedia of Pakistan*. Oxford
- Garewal, S. M. (1994). *Pakistan way of life and Culture*. Lahore: Punjab Book centre.
- Khan, F. K. (1991). *A Geography of Pakistan: Environment, People and Economy Karachi*: Oxford University Press.
- ChaudhriA., M. (1992). Radcliffe's Award in The emergence of Pakistan. Lahore: Research society of Pakistan.
- Mujahid, S. (2001). *Ideology of Pakistan*. Islamabad: Islam Research Institute
- Hamid, y. (1998). *A study of political Development 1947-99*. Lahore: The Academy.