

**SCHEME AND COURSES OF STUDIES FOR
B. Ed (Secondary) 1.5 Year Program**



DEPARTMENT OF EDUCATION

SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

2017

All Codes for complete program are classified as:

S. No	Compulsory Courses/Core Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Islamic Studies, Computer Education	Will be given by other Department	Will be given by other Department	6	1

S.No	Foundation Courses/Basic Courses/Introductory Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Curriculum Development, Teacher Education in Pakistan	0	EDU	6	1
2	Educational Measurement & Evaluation, Teaching Practicum I	0	EDU	6	2
3	Guidance & Counseling, Foundation of Education, Pedagogical Skills, Teaching Practicum-II	0	EDU	6	3

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	2

S. No	Minor Courses	Symbol of Code	Alphabetical Code	Level of Study/Year	Semester
1	Educational Leadership and	1	EDU	6	1

	Management, Inclusive Education, Research and Assessment				
2	Educational Testing, Human Development and Learning, Instructional Communicational Technology	1	EDU	6	2
3	Teaching and Learning Strategies, School Community and Teacher, Reading/ Teaching Literacy	1	EDU	6	3

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	2
3	Research Project	9	EDU	6	3

Scheme of studies for B.Ed 1.5 Years

Duration: 1.5 Years

Total Semesters: 03

Eligibility Criteria: BS/MA/M.Sc/ 16 Year Education with at least 45% Marks

Total Credit Hours: 54

Medium of Instruction: English

S. No	Course Code	Course	Page No.
Semester I			
1	EDU-601	Curriculum Development	08
2		Islamic Studies	11
3		Computer Education	14
4	EDU-602	Teacher Education in Pakistan	18
5	EDU-611	Educational Leadership and Management (Area of Specialization –I) (select any 01)	21
	EDU-612	Inclusive Education (Area of Specialization –I) (select any 01)	24
6	EDU-691	Research Methods in Education	27
Semester II			
1	EDU-603	Educational Assessment & Evaluation	32
2	EDU-621	Methods of Teaching in Physical Sciences	35
3	EDU-622	Methods of Teaching in Biological Sciences	40
4	EDU-623	Methods of Teaching in Mathematics	44
5	EDU-624	Methods of Teaching in English	48
6	EDU-625	Methods of Teaching in Urdu	52
7	EDU-626	Methods of Teaching in Pakistan Studies	56
8	EDU-627	Methods of Teaching in Pashto	60
9	EDU-628	Methods of Teaching in Arabic	61
10	EDU-614	Human Development and Learning & Learning (Area of Specialization –II) (select any 01)	63
	EDU-615	Instructional Communication Technology (ICT) (Area of Specialization –II) (select any 01)	67
11	EDU-604	Teaching Practicum-1	-
12	EDU-699	Research Project (to be continued in next semester	-
Semester III			
1	EDU-605	Guidance and Counseling	72
2	EDU-618	School Community and Teacher (Area of Specialization –III) (select any 01)	75
	EDU-619	Reading / Teaching Literacy (Area of Specialization –III) (select any 01)	79
3	EDU-606	Foundations of Education	83
4	EDU-607	Pedagogical Skills	85
5	EDU-608	Teaching Practicum-II	-
6	EDU-699	Research Project	-

Scheme of Study

B.Ed. (1.5 years) Program

SEMESTER – I

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
		Total Credit Hours	18

SEMESTER – II

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)	
	EDU-622	Methods of teaching in Biological Sciences	
	EDU-623	Methods of teaching in Mathematics	
	EDU-624	Methods of teaching in English (Compulsory)	
	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)	
		Total Credit Hours	15

SEMESTER – III

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
		Total Credit Hours	21

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 – *

Curriculum Development

Course Code: EDU-601

Credit Hours = 3

Course Description

Curriculum development is the integral part of teacher education at all levels. The purpose of this course to help prospective teachers to understand the theory and practice of Curriculum Development. This course will provide assistance to understand significance of national and international perspectives of curriculum development. The Course will help out the prospective teachers to gain insight into process, problems and issues in Curriculum Development that students may encounter in professional life. Prospective teachers will develop knowledge and skills required to diagnose and overcome curriculum development problems.

Course Objectives

After the completion of the proposed course, the students will be able to:

- Have conceptual understanding of Curriculum and its nature
- Describe effects of curriculum foundations
- Identify various models and its applications in our own context
- Explain the design forces in curriculum
- Understand the process and major elements of Curriculum development
- Have clarity about Curriculum development in Pakistan at secondary level.

Course Content

Unit#1 Introducing Curriculum

- 1.1 Definitions of Curriculum
- 1.2 The nature of Curriculum
- 1.3 Characterizations of curriculum
- 1.4 Curriculum as cultural construct
- 1.5 Teacher's curriculum decision –making
- 1.6 Elements of Curriculum

Unit # 2 Curriculum Presage

- 2.1 Curriculum foundations
- 2.2 Philosophical foundation
- 2.3 Sociological foundation
- 2.4 Psychological foundation
- 2.5 Economic foundation
- 2.6 Conception of Curriculum

Unit # 3 The Curriculum Models

- 3.1 Rational Models: Tyler and Taba
- 3.2 Cyclical Models: Wheeler and Nicholls
- 3.3 Dynamic Models: Walker and Skilbeck

Unit #4 Curriculum Designs

- 4.1 Design forces
- 4.2 Subject centered design
- 4.3 Learner centered design
- 4.4 Problem centered design
- 4.5 Core design

Unit #5 The Curriculum process

- 5.1 Situational Analysis; Need assessment and conduction of SA
- 5.2 Aims Goals and Objectives; Sources and relationship
- 5.3 Contents; subject approach and process approach
- 5.4 Content Selection Criteria
- 5.5 Methodologies of Teaching
- 5.6 Evaluation

Unit #6 Curriculum development in Pakistan

Curriculum development at secondary level in, Khyber Pakhtunkhwa ,Punjab, Sind, Baluchistan and AJK

SUGGESTED BOOKS / READINGS

- Amadio. M. (2014) "Curriculum in the Twenty-First Century: Challenges, Tensions and Open Questions." ERF Working Papers Paris, UNESCO No. 9.
- Print, M. (1986) Curriculum Planning and Management. Perth: WACAE Monograph
- Print, M (1986) Curriculum Planning and Management. Perth: WACAE Monograph
- Stenhouse. L. (1975) An Introduction to Curriculum Research and Development. UK: Heinemann Educational Book
- Taba. H (1962) Curriculum Development: Theory and Practice. USA: Brace & world
- Tyler. R. W. (1994) Basic Principles of Curriculum and Instruction. USA: University of Chicago Press

Islamic Studies

Course Code:

Credit Hours = 3

کورس کا تعارف

پچھلے تعلیمی پالیسیوں کی طرح ۲۰۰۹ کی قومی تعلیمی پالیسی میں بھی ہر سطح کی پیشہ وارانہ تعلیم میں اسلامیات کو بطور لازمی مضمون پڑھانے کا ذکر ہے تاکہ طلباء و طالبات دین اسلام کے بنیادی عقائد، ایمانیات، رسالت نبوی، آخرت، عبادات و معاملات اور سیرت نبوی سے آگاہ ہو سکے۔ زیر تربیت اساتذہ کی اس مجوزہ نصاب اسلامیات میں بھی یہ کوشش کی گئی ہے۔ تاکہ پیشہ وارانہ زندگی میں اساتذہ قرآن و سنت کی روشنی میں صحیح انسان و مسلمان کردار ادا کر سکیں۔ اور طلباء و طالبات کی صحیح رہنمائی بھی کر سکیں۔

مقاصد: اس کورس کے پڑھنے کے بعد طلباء و طالبات مندرجہ ذیل سے آگاہ ہو جائیں گے۔

۱. بنیادی اسلامی تعلیمات۔
۲. قرآن کے بنیادی مضامین و معلومات۔
۳. منتخب قرآنی آیات کا ترجمہ و تفسیر۔
۴. حدیث کی اہمیت و اصول۔
۵. منتخب احادیث اور سیرت نبوی کا موضوعاتی مطالعہ۔

حصہ اول

قرآن کا تعارف

- وحی اور کیفیات وحی
- مضامین قرآن
- جمع و تدوین قرآن
- تجوید قرآن (مخارج و صفات)

منتخب قرآنی آیات

- سورۃ الفاتحہ
- سورۃ البقرۃ (آیت نمبر ۱ تا ۵)
- سورۃ آل عمران (آیت نمبر ۳۱ تا ۳۲)
- سورۃ النساء (آیت نمبر ۱۱ تا ۱۲)
- سورۃ ابراہیم (آیت نمبر ۱ تا ۳)
- سورۃ بنی اسرائیل (آیت نمبر ۲۳ تا ۲۴، ۳۱ تا ۳۸)

- سورۃ طحا (آیت نمبر ۱۳۱ تا ۱۳۲)
- سورۃ النور (آیت ۳۱ تا ۳۲)
- سورۃ الاحزاب (آیت نمبر ۵۹)
- سورۃ لیس (آیت نمبر ۲۰ تا ۲۷)
- سورۃ الفتح (آیت نمبر ۲۸)
- سورۃ الممتحنہ (آیت نمبر ۱۲)
- سورۃ التحریم (آیت نمبر ۸)
- سورۃ الدھر (آیت نمبر ۲۳ تا ۲۶)

حصہ دوم

حدیث

- حدیث کی اقسام، اہمیت
- قرآن فہمی کے لیے حدیث کی ضرورت
- حدیث بطور ماخذ اسلامی ثقافت
- ۴۰ (چالیس) منتخب حدیث کا مطالعہ

حصہ سوم سیرت النبی

- محمد ﷺ بحیثیت معلم
- اخلاق، حرام و حلال، صبر، شکر، استقامت، امن، برداشت، خاندانی زندگی، قانون کا احترام

مجوزہ کتب

۱. القرآن
۲. امام بخاری، صحیح البخاری، قدیمی کتب خانہ کراچی
۳. شبلی نعمانی، سیرت النبی دار المصنفین شبلی اکیڈمی اعظم گڑھ، ۱۹۹۱ء
۴. عبد الماجد دریا آبادی، تفسیر ماجدی، ضیاء القرآن پبلیکیشن، ۲۰۰۱ء
۵. دائرہ معارف اسلامی۔ جلد اول تا اٹھائیس، دانش گاہ پنجاب، لاہور، بار سوم ۲۰۱۱ء

Computer Education

Course Code:

Credit Hours = 3

Course Description

Computer is a powerful tool of information and communication technology. The efficiency in the office or home is now defined partially in proportion to use of computer at these places. Classroom, which is full of computer users, is no exception. The prospective teachers need to understand the role of computer as a machine and a partner to effective teacher. The course is designed to provide computer knowledge and skill to the teacher so that teaching effectiveness can be enhanced.

Course Objectives

On the successful completion of this course, the prospective teachers will be able to:

- Define computer terminologies.
- Familiar with history and types of computer.
- Identify the basic components of a computer and describe the function of each.
- Describe different applications of computers in education.
- Develop skills to use computer in educational settings.
- Communicate through computer with friends, and teachers in and outside the country.
- Use computer for research, data analysis and presentations.

Course Contents

Unit-1. Introduction to computer and operating system:

- 1.1. Definition and block diagram of computer
- 1.2. History and generations and types of computer
- 1.3. Applications of computer
- 1.4. Classification of digital computer
- 1.5. Hardware and software
- 1.6. Types of software
- 1.7. Translators (compiler/interpreter/assembler)
- 1.8. Definition, functions and types of operating system

Unit-2. Word Processing. (Tool: MS Word)

- 2.1. Word processing and its need
- 2.2. Document operations
 - 2.2.1. Starting a new document
 - 2.2.2. Correcting/Editing the document
 - 2.2.3. Saving the document
 - 2.2.4. Spell check the document
 - 2.2.5. Word count
 - 2.2.6. Previewing and printing the document
 - 2.2.7. Working in multiple documents
- 2.3. Formatting the text
 - 2.3.1. Changing the font type/size
 - 2.3.2. Underline the bold operation
 - 2.3.3. Changing the text and background colours
 - 2.3.4. Applying borders and shading
- 2.4. Insertion operations
 - 2.4.1. Inserting pictures
 - 2.4.2. Referencing
 - 2.4.3. Breaks
 - 2.4.4. Page numbers
 - 2.4.5. Drawings
 - 2.4.6. Comments
- 2.5. Drawing tables
 - 2.5.1. Inserting cells, columns and rows
 - 2.5.2. Splitting and merging of cells
 - 2.5.3. Splitting of tables
 - 2.5.4. Sorting of data in tables

- 2.6. Use of text alignment, indenting and managing line and character spacing
- 2.7. Use of bullets and numbering
- 2.8. Use of header and footer in the document
- 2.9. Use of page setup including page margin, size, paper source and layout.

Unit-3. Spreadsheets (Tool: MS Excel)

- 3.1. Spreadsheets and its applications
- 3.2. Layout of worksheet
- 3.3. Starting a new worksheet
- 3.4. Opening, saving, editing and printing the worksheet
- 3.5. Inserting and deleting rows and columns
- 3.6. Entering series
- 3.7. Formulas
 - 3.7.1. Creating formulas
 - 3.7.2. Mathematical, exponentiation and percentage operators
 - 3.7.3. Copying formulas
 - 3.7.4. Relative references
 - 3.7.5. Absolute reference
 - 3.7.6. What-if Analysis
- 3.8. Functions
 - 3.8.1. Statistical (Mean, Median, Mode, Geometric Mean, Harmonic Mean, Maximum and Minimum Value, Standard Deviation)
 - 3.8.2. Mathematical (Sine, Cosine, Tangent, Sum, Absolute, Exponent, Factorial, Power, Rounding and Truncation)
- 3.9. Charting the Data
 - 3.9.1. Inserting a chart
 - 3.9.2. Chart types (Area, Bar, Column, Line and Pie)
 - 3.9.3. Printing a chart

Unit-4. PowerPoint

- 4.1. Composing Presentations
- 4.2. Delivering Presentations

Unit-5. Internet

- 5.1. Email Management
- 5.2. Browsing internet
- 5.3. Proper use of search engines
- 5.4. Internet Browser
- 5.5. Online Educational Resources
- 5.6. Educational databases

SUGGESTED BOOKS / READINGS

- Ali, A. S. & Nudrat, A. (2000). *Fundamental Concepts of Computer Systems*. Peshawar: The Ayes Publisher.
- Long, L. & Long, N. (2000). *Computers, (6th Ed.)*. Pakistan: National Book Foundation.
- Parker C. S. & Morley, D. (2002). *Understanding Computers Today and Tomorrow*. Australia: Cengage Learning.
- Mughal, I. A. (2004). *Introduction to Computer Science*. Peshawar: Islamia Book Agency.
- Norton, P. (2003). *Introduction to Computers, 5th ed.*, New York: McGraw-Hill Book Co.
- Windows Manual.
- MS-Office Manual.

Teacher Education in Pakistan

Course Code: EDU-602

Credit Hours = 3

Course Description

This course will provide the overall picture of teacher education in Pakistan. This includes the policy context, the quantitative and qualitative dimensions of the problem, the general institutional provisions and practices, as well as the public and private sector provisions for pre-service and in-service teachers' education. It will throw light on the content of pre-service and in-service teacher education offered today, while the some part of course would focus upon the problems relating to sustainable financial support to teachers' education. Finally, the course set out the necessary conditions to improve on the sector today, and present a series of policy, institutional and related recommendations around which a new framework can be built.

Course Objectives

This course is designed to:

- Study the education in Pakistan in historical perspective
- Understand the salient features of different educational policies after independence
- Analyze the critical aspects of Teacher education
- Understand the administrative structures of different educational institutions
- Understand the major problems/ issues faced by educational institutions

Course Content:

Unit 1. Introduction to Teaching Profession

- 1.1 Modern Concept of Teaching
- 1.2 Meaning of profession
- 1.3 Criteria for a profession
- 1.4 Teaching as a profession
- 1.5 Teaching compared to other professions

Unit 2. Development of Teacher Education in Pakistan

2.1 Teacher Education and Educational Policies up to 1998

2.2 Teacher Education and Education Policy 1998—2010

2.3 Education Sector Reforms (ESR) 2002-2006

2.4 Teacher Education and Education Policy 2009

Unit 3. Structure of Teacher Education in Pakistan

4.1 Elementary level

4.2 Secondary level

4.3 Appointment Criteria for Teachers at Elementary and secondary levels

4.4 Critical Review of the Role of Public Sector in Teacher Education

4.5 Critical Review of the Role of Private Sector in Teacher Education

Unit 4. Teacher Trainings

4.1 Pre-Service Training

4.2 Trainings at Elementary level

i. Role of D.C.T.E

ii. Role of R.I.T.Es

4.3 Trainings at Secondary level

i. Role of I.E.Rs

ii. Role of Colleges of Education

4.4 In-Service Trainings

i. Role of I.E.Rs

ii. Role of P.I.T.E

Unit 5. Impact of Globalization on Teacher Education

5.1 Teacher Education in global perspective

5.2 National Professional Standards for Teachers

5.3 Research in Teacher Education

Unit 6. Trends and Issues in Teacher Education in Pakistan

6.1 Problems in Teacher Education in Pakistan

6.2 Financing in Teacher Education

6.3 Policy and recruitment in Teacher Education

6.4 Continuous professional development (CPD)

SUGGESTED BOOKS / READINGS

- Farooq, R.A. (1994) Education System in Pakistan. Islamabad : Asia society for promotion of Annotation and Reforms in Education
- Malik, S.A. (1999) the system of Education in Pakistan. Islamabad: National Book Foundation
- Saigol, R. (1993) Education: Critical perspectives. Lahore: Progressive Publishers.
- Osterman, K.F. & Kottkamp, R. F. (2004) Reflective Practice for Educators. California: Crown Press.
- Siddiqui, S. (2007). Rethinking Education in Pakistan: Perceptions, Practices and Possibilities. Karachi: Paramount Publishing Enterprise.

Additional Readings:

- I.F. (2003) Professional Knowledge, Professional Lives. Philadelphia: Open University Press.
- Holmes, E. (2003) The Newly Qualified Teacher's Handbook. Delhi: Crest Publishing House.

Educational Leadership and Management

Course Code: EDU-611

Credit Hours = 3

Course Description

The purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between leadership and management. The effective management and leadership of education is increasingly regarded as a vital element in improving educational institutions and in raising educational standards in many parts of the world. The prospective teachers will be able to understand the skills required to supervise and manage a team, communicate effectively, whatever the situation is, improve performance via coaching and delegation, manage teams performance effectively by giving appropriate, constructive feedback and learn techniques to adapt new styles according to the current situation.

Course Objectives

After successful completion of course, students will be able to:

- Define the terms i.e educational leadership and management.
- Equip the student with the needed skills and knowledge necessary for successful educational leadership and managerial role.
- Familiarize prospective teachers with the principles and factors influencing the management process.
- Acquaint the students with the process of how to manage and introduce new changes in education.
- Outline different theories of leadership and viewpoint of management.

Course Content

Unit: 1 Educational Leadership & Management

- 1.1 Concept, nature, importance and scope of educational leadership and management
- 1.2 Difference between leadership, management, administration & supervision
- 1.3 Educational Leadership
 - a. Leadership and power
 - b. Skills needed for successful academic leader
 - c. Leadership and human relationship
 - d. Styles of leadership

1.4 Educational Management

- a. Importance of management in education
- b. Principles of management
- c. Factors influencing management process
- d. Development of management skills

Unit.2 Processes of Educational Leadership & Management.

2.1 Process of educational leadership

- a. Staff requirement and selection.
- b. Leading and managing personnel for performance.
- c. Developing action plans for implementation
- d. Team building and effective communication
- e. Mentoring and coaching

2.2 Process of educational management

- a. Curriculum for student learning
- b. Managing change to improve learning
- c. Introduce new trends for effective teaching
- d. Mentoring and evaluating learning & teaching
- e. Time management

Unit.3 Theories of leadership

- 3.1 Trait theory of leadership
- 3.2 Behavioral theory of leadership
- 3.3 Contingencies theory of leadership
- 3.4 Current trends in educational leadership

Unit.4 Theories of management

- 4.1 Pre-classical contributors
- 4.2 Classical view point
- 4.3 Behavioral viewpoint
- 4.4 Contemporary viewpoint

SUGGESTED BOOKS / READINGS

- Afridi,A.(2016). Educational Planning & Management. Peshawar: Ijaz Printers.
- Bush, T. & Bell, L. (2002). The Principles and Practice of Educational Management. London: paul Chapman Publication.
- Bush, T. & Middlewood, D. (2005). Leading & Managing People in Education. London: Sage Publication.
- Chauhan, S. (2012). Educational Management. Delhi: Dorling Kindersley Pvt. Ltd.
- Khan, S.D. (2008). Educational Management. Murree (Pakistan): Lahore Book Depot.
- Sharma. T.C (2008). A Handbook of Educational Leadership. Delhi: Prabhat Kumar Sharma for Sarup & Sons.
- Williams, J (2002). Professional Leadership in Schools. London: kogan Page.

Inclusive Education

Course Code: EDU-612

Credit Hours = 3

Course Description

Inclusive Education is comparatively a new concept in Pakistan, which otherwise is a brilliant way to bring children with special needs in the mainstream education. Inclusion helps in developing self esteem, social adjustment, and social acceptance of special children among the community members. Through this course the students with special needs and normal students will be taught same course with same methodology under one roof.

Course Objectives

After the course the students will be able to:

- Understand the concept and importance of inclusion
- Comprehend the include strategy and its effectiveness
- Apply the different teaching methodologies in actual inclusive classroom

Course Content

Unit-1: Inclusive Education: An overview

- 1.1 What is Inclusion?
- 1.2 Benefits of Inclusion
- 1.3 Creating a positive classroom environment
- 1.4 Building self-esteem and confidence

Unit-2: Include Strategy

I= Identify environmental, curricular and instructional classroom demands

N= Note students learning strength and needs

C= Check for potential areas of student progress

L= Look for potential problem areas

U= Use information gathered to brainstorm instructional adaptations

D= Decide which adaptations is to implement

E= Evaluate student problems

Unit-3: Teacher Education for Inclusion

3.1 The importance of Teacher Education for Inclusion

3.2 The Official structure and content of Teacher Education

3.3 Inclusive Classroom Practices:

3.3.1 Collaborative Inquiry

3.3.2 Developing Inclusive Practices

3.3.3 Improving Teaching

Unit-4: Barriers to Inclusive Teacher Education

- 4.1 Different interpretations of Inclusion
- 4.2 Barriers in the teacher education curriculum
- 4.3 Barriers in cultural policies
- 4.4 Barriers in special need education
- 4.5 What can be done?

Unit-5: Teaching Strategies for Inclusion

- 5.1 Cooperative group teaching
- 5.2 Peer tutoring
- 5.3 Collaborative teaching
- 5.4 Classroom climate

SUGGESTED BOOKS / READINGS

- Allan J. (1998). *Actively Seeking Inclusion: Pupils with Special Needs in Mainstream Schools* (Studies in Inclusive Education Series).
- Booth, T., Nes, K., and Stromstad, M. (2005). *Developing Inclusive Teacher Education*. Routledge, New York..
- Gause, C. P. (2011). *Diversity, Equity, and Inclusive Education: A Voice from the Margins*. Sense Publishers.
- Heward, W. L. (2013). *Exceptional Children: An Introduction to Special Education* (10th ed.). Pearson, USA.
- Mitchell, D. (2008). *What Really Works in Special and Inclusive Education: Using Evidence-based Teaching Strategies*. Routledge, New York.
- Salvia J., Ysseldyke, J., and Bolt, (2009). *Assessment: In Special and Inclusive Education* (11th ed.). Cengage learning.
- UNESCO. (1993). *Help in Classrooms, Special Need in the Classrooms. Teacher Education and Recourse*. Pack, Paris.

Research Methods in Education

Course Code: EDU-691

Credit Hours = 3

Course Description

This course is an introduction to research methods in education and after orientating students with basic terminologies, definitions and procedures of educational research, students will then get to know about research problem selection, types of research and sampling. In doing so, the course focuses on the relationship between research problem, questions and design and introduces students to techniques for collecting and analyzing research data, both qualitative and quantitative. In this course, students will become familiar with basic ethical issues, informed consent, writing of research proposals, and writing their research reports.

Course Objectives

The objectives of this course are to enable prospective teachers to:

- Explain the nature of the different types of research methods in education;
- Demonstrate understanding of research design: how research methodology is selected given a problem, how the data are analyzed and interpreted; how research is reported;
- Describe and interpret various basic statistical techniques;
- Describe data collection and analysis techniques in qualitative research;
- Analyze and evaluate reports/articles of empirical research in education;
- Demonstrate the ability to synthesize research literature by writing a review of literature;
- Communicate knowledge and ideas through writing research reports, which follow disciplinary genre and formatting requirements.

Course Content

Unit 1. Introduction

1.1 Research: Definition and nature

- 1.2 Classification of research
- 1.3 Procedure/steps of educational research
- 1.4 The scientific method
- 1.5 Difference between Methodology and methods

Unit 2. Types/Styles of Educational Research

- 2.1 Historical research
- 2.2 Descriptive research
- 2.3 Experimental Research
- 2.4 Action Research

Unit 3. Selection of Research Problem

- 3.1 Research Problem: nature, sources
- 3.2 Evaluating the research problem
- 3.3 Research objectives
- 3.4 Research questions
- 3.5 research hypothesis/hypotheses
- 3.6 Literature Review

Unit 4. Sampling

- 4.1 Sampling: nature, rationale
- 4.2 Steps in Sampling and sampling size
- 4.3 Probability/random sampling
- 4.4 Non-probability/non-random sampling

Unit 5. Research Tools/Methods

- 5.1 Questionnaires
- 5.2 Interviews
- 5.3 Observation

5.4 Tests

5.5 Rating scales

Unit 6. Data Analysis

6.1 Qualitative data analysis

6.2 Quantitative data analysis

Unit 7. Writing Research Proposal

7.1. Research proposal: need, nature

7.2 Format of the Research Proposal

7.3 Ethical considerations in educational research

Unit 8. Research Report Writing

8.1 Format of the Research Report

8.2 Preparing/writing the research report

8.3 Referencing

SUGGESTED BOOKS / READINGS

- Ary, D., Jacobs, L.C., and Sorensen, C.K. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth CA: Cengage Learning.
- Asner-Self, K. (2011). *Educational Research: Interrelationship of Questions, Sampling, Design and Analysis*. Chennai, India: John Wiley & Sons.
- Babbie, E. (2008). *The Basics of Social Research* (4th ed.). Belmont, CA: Thomson Wadsworth.
- Bogdan, R.C. and Biklen, S.K. (2007) *Qualitative Research for Education: An Introduction to Theories and Methods* (5th ed.), London, Pearson.
- Bryman, A. (2004) *Social Research Methods* (2nd ed.), Oxford, Oxford University Press.
- Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th ed.), Abingdon, Routledge.
- Gay, L.R. (2000). *Educational Research* (5th ed.). Islamabad: National Book Foundation.
- Ghaffar, S.A. & Afridi, A.K. (2013). *Research in Education and Social Sciences*. Peshawar: Master Coaching Academy.
- Hart, C. (1998) *Doing a literature Review: Releasing the Social science research imagination*. Thousand Oaks, CA, Sage.
- Johnson, B. & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative and Mixed Methods Approaches* (3rd ed.), Los Angeles: Sage.
- Merriam, S.B. (2009) *Qualitative Research: A Guide to Design and Implementation*, San Francisco, Jossey-Bass.
- Miles, M.B. and Huberman A.M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.), Thousand Oaks, CA, Sage.
- Punch, K.F. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches* (2nd ed.), London, Sage.
- Punch, K.F. (2009) *Introduction to Research Methods in Education*. Thousand Oaks, California: Sage
- Stake, R.E. (2010) *Qualitative Research: Studying How Things Work*, Spring Street, NY, Guilford Press.

Semester II

Educational Assessment & Evaluation

Course Code: EDU-603

Credit Hours = 3

Course Description

Assessments; both formative and summative, and traditional and authentic, are critical to measure students' progress and attainment of learning outcomes. When crafted and implemented well, they can not only effectively evaluate but also enhance students' learning and teachers' instruction. This course is designed to help students understand the importance of valid and reliable classroom assessments to support student learning, the interplay between classroom assessments and larger scale assessments, and how to gather and make sense of classroom assessment data. Students will also learn how to lead a process of sense making of student assessment data for instructional decision-making by school teams.

Course Objectives

As a result of studying this course the students are expected to:

- Differentiate between Evaluation, measurement & Testing.
- Evaluate different types of Evaluation procedures.
- Plan, construct and analyze test items.
- Judge the usefulness of a test by determining its Validity and Reliability.
- Summarize and describe test results.
- Analyze Data and make inferences.

Course Content

Unit 1. Introduction

- 1.1 Assessment, Evaluation, and Test.
- 1.2 The purpose of testing.
- 1.3 General principles of Evaluation.
- 1.4 Types of evaluation.
- 1.5 Norm-Referenced and Criterion referenced Test

Unit 2: Assessment and Learning Objectives

- 2.1. Taxonomy of educational objectives.

- 2.2. Writing instructional objectives.
- 2.3. The test blue print.
- 2.4. Matching test items to instructional objectives.

Unit 03: Types of test and construction of test Items

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

Unit 4: Assembling, Administering, and scoring the test

- 4.1. Assembling the test
- 4.2. Administering the test
- 4.3. Scoring the test

Unit : 5: Qualities of a good measuring instrument

- 5.1. Validity
- 5.2. Reliability
- 5.3. Objectivity
- 5.4. Differentiability
- 5.5. Practicality

Unit 6: Appraising classroom Tests (Items Analysis)

- 6.1 The value/importance of Item Analysis
- 6.2 The procedure/ Process of Item Analyses
- 6.3 Item Difficulty.
- 6.4 The index of Discrimination.
- 6.5 Distractibility.

Unit 7: Interpreting Test Results

- 7.1 Percentage correct score
- 7.2 Ordering and ranking
- 7.3 Tabulation of Data/ Frequency Distribution

- 7.4 Graphing Data (Histogram, Polygon)
- 7.5 Measures of Central Tendency (Mean, Median and mode)

SUGGESTED BOOKS / READINGS

- Airasian, P.W. (1994). Classroom assessment. New York: Mc. Craw Hill.
- David, G. (2003). Trends in Measurement and Evaluation Techniques. New Delhi: Commonwealth.
- Ebel, R. L. and Fribbie, D. A. (2004). Essential of Educational Measurement. New Jersey: Prentice Hall.
- Gronlund, N.E. and Linn, R. (1990). Measurement and Evaluation in Teaching. New Jersey: Maconillan Company.
- Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.
- Linn, R. L. & Gronlund, N. E. (2005). Measurement and Assessment in Teaching. Delhi: Pearson Education. Inc.
- Marzano, R. J. (2006). Classroom assessment and Grading that work. Virginia: ASCD.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards- Based Instruction (6th ed.). Boston, MA: Pearson.
- Osterlind, SJ(2002). Constructing Test Items(2nd ed.). New York: Klumer Academic Publishers.
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.
- Phye, G.D. (1993). Hand book of classroom assessment. California: Academic Press, Inc.
- Richard, (2004). Planning and Implementing Assessment. New York: Rout ledge Flamer.
- Rizvi, A. (1973). Classroom testing. Power Book Agency; Karachi.
- Scheerens, J., Glas, C., & Thomas, S. M. (2003). Educational evaluation, assessment and monitoring. Tokyo: Swets & Zeitlinger publishers.
- Smith, D. (2005). Methods of Educational Measurement, New Delhi: Commonwealth.
- Stiggins, R., et al (2011). Classroom Assessment for Student Learning: Doing It Right – Using It Well. Boston, MA: Pearson.
- Swain, S. (2005). Educational Measurement, Statistics and Guidance. India: Kalyani Publications.
- William, J. (2005). Evaluation and Development of School Educations. New Delhi: Anmol Publications.

Methods of Teaching in Physical Sciences

Course Code: EDU-621

Credit Hours = 3

Course Description

This teaching of physical sciences course consists of two parts. Part I is about teaching methodology; in this, nature of science and objectives pertaining to teaching of physical sciences is taught. In addition, various teaching methods and strategies are explained, with an aim of equipping the prospective student teachers to know about and use these strategies in their teaching, effectively. Following this, in instructional planning unit, prospective student teachers will learn about lesson planning, their steps and writing. Finally, audio-visual aids, their use, purposes, classification will be taught; this will follow Evaluation, in which test types, their construction and evaluation will be discussed. Part II is about Content, which is from the secondary science books consisting of units from Physics and Chemistry.

Course Objectives

It is expected that after studying this course, the student teachers will be able to:

- Define science and discuss the nature of science and its role in the life of individual and society;
- Apply the understanding of the nature of science and scientific thinking to learning and teaching Physical Sciences;
- Apply activity based teaching and learning strategies in their classrooms;
- Use a variety of professional skills which can make the learning of Science interesting and engender a lifelong commitment to learning and teaching;
- Use open-ended questions to assess children's conceptual understanding; provide children with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life;
- Reflect on their teaching to develop a personal approach to the teaching of science.

Course Content

PART – I METHODOLOGY

Unit-1 The Nature of Science.

1.1 The nature of Science (laws, facts, theories).

1.2 Physical Sciences and Biological Sciences.

1.3 Limitations of Science.

Unit-2 Objectives.

2.1 Goals, aims, and objectives of teaching Science.

2.2 Taxonomy of educational objectives.

2.3 National goals of education and how Science teaching contributes to the achievement of national goals.

2.4 Instructional objectives.

Unit-3 Teaching Strategies

3.1 The lecture demonstration method.

3.2 The Discussion method.

3.3 Teaching Science through Discovery.

3.4 Inductive activity approach.

3.5 Deductive activity approach

Unit-4 Instructional Planning

4.1 Lesson plan, short and long form of a lesson plan.

4.2 Steps of a lesson plan.

4.3 Writing/designing daily lesson plan in physical science.

Unit-5 Use of Audio-Visual Aids

5.1 Purpose and use of A. V. Aids.

5.2 Classification of A.V. Aids.

5.3 Using A.V. Aids effectively in Science class.

Unit-6 Evaluation

6.1 Objective type tests

6.2 Essay type tests.

6.3 How to write objective type test items.

6.4 Type to Evaluation.

PART – II CONTENTS

Unit-1 Scalars and Vectors

1.1 Representation of a Vector.

1.2 Negative of a Vector.

1.3 Addition of Vectors by head to tail.

1.4 Subtraction of Vectors.

1.5 Trigonometry.

1.6 Resultant of Vectors.

Unit-2 Force and Motion

2.1 Newton's laws of motion.

2.2 Mass and weight.

2.3 Momentum.

2.4 Law of conservation of Momentum.

2.5 Friction.

Unit-3 Reflection and Refraction of Light

3.1 Reflection and formation of images by a Concave mirror.

3.2 Reflection and formation of images by a Convex mirror.

3.3 Refraction of light through Prism.

3.4 Refraction through converging and diverging lenses.

Unit-4 Atomic Structure

4.1 Fundamental particles of Atom.

4.2 Evidences for the existence of electric proton and Neutron.

4.3 Bohr's model of Atom and its application.

4.4 Ionization of energy.

Unit-5 Chemical Bonding

5.1 Chemical bonds.

5.2 Ionic bond.

5.3 Covalent bond (Single and double).

5.4 Co-ordinate covalent bond with examples.

Unit-6 Laboratory Preparation and Properties of the following

a. Hydrogen gas.

b. Carbondioxide gas.

c. Nitrogen gas.

d. Oxygen gas.

e. Chlorine gas.

f. Hydrochloric Acid.

g. Sulfuric Acid.

SUGGESTED BOOKS / READINGS:

- Peterson, R., Bowyer, I., Butts., D. & Bybee, R, (1984) Science and Society, Columbus (Ohio).
- Charles E, Merrill. Houston, J,G. (1970), Principles of Objective Testing in Physics, London: Heinemann.
- UNESCO: New Trends in Physics Teaching, Vols. I-V, Paris: UNESCO Press.
- UNESCO: New Trends in School Science equipment, Paris: UNESCO Press.
- Chemistry (Class IX-X) KP/Punjab Textbook board.
- Physics (class IX-X) KP/Punjab Textbook board.

Additional Readings:

- Esler, W.K. (1973) Teaching Elementary Science. Belmont (California): Wadsworth.
- Gega, Peter C (1991): Concepts and Experiences in Elementary Science, New York: Macmillan.
- UNESCO: New Trends in Chemistry Teaching, Vols. I-V, Paris: UNESCO Press.
- UNESCO; New Trends in Biology Teaching, Vols. I-IV, Paris: UNESCO Press.

Methods of Teaching in Biological Sciences

Course Code: EDU-622

Credit Hours = 3

Course description

How does one learn to become teacher?

How does learns to be patient and to be analytical, to be inspirational to be resourceful, to be crucial, to be hopeful, to be ethical and to be courageous?

How does one learn, when to hold on and when to hold back, how to use teaching methods, and techniques?

Teacher should know about aims, goal & objectives to become a trained and effective teacher and knows about applying blooms taxonomy for teaching purposes.

Course Objectives

- To enable the students to analyze and appreciate the role and value of Teaching of Biology.
- To enable the students to discuss the emerging trend and development in teaching of Biological Sciences.
- To enable the students to interpret the concept of integration in Biological Séances.
- To be aware of the variety of technique/Method used in Teaching of Biology
- To enable the pupils to prepare and Use a verity of instructional material in the classroom.
- To develop the teacher to become competent confident to lead effective teaching.
- With all the above objectives, the students will enable for (a) personal development (b) social development and (c) Occupational development.

Course Content

Part-I Methodology (Marks-60)

Unit-1 Introduction

1.1. Nature of Biological Sciences

1.2. Importance of Teaching of Biological Sciences

1.3. Objectives of Teaching of Biological Sciences

a. Long range objectives

b. Short range objectives

Unit -2 Taxonomy of Educational Objectives (Blooms) & Formulation of Instructional Objectives

Unit-3 Teaching Method, Technique & formulation of instructional objectives

3.1. Teaching Method

a. Demonstration and Discussion

b. Laboratory method

c. Problem solving/Scientific Method

d. Project Method

e. Heuristic Method

f. Play way Method

3.2. Instructional Techniques.

a. Class-Discussion/Question & answer

b. Group Work

c. Field work

d. Home Work assignment

e. Investigation

Unit-4 Evaluation

a. Definitions

b. Objectives

c. Kinds of Tests

d. Qualities of a good test

Unit-5 Instructional Technology / AV Aids

a. Importance of AV Aids

- b. Kinds of AV Aids and Classifications
- c. Proper use of AV Aids /Techniques of AV Aids

Unit-6 Lesson Planning

- a. Objectives of Planning a Lesson
- b. Format of lesson planning
- c. Different Kinds of approaches for lesson planning

Part-II

Content Course (Marks-40)

1. Origin of Life
2. Origination of life
3. Virus , Bacteria & Cyno-bacteria(Microorganism)
4. Food & Nutrition's
5. Respiration , Reproduction, Digestion in Man
6. Biotechnology
7. Man & his environment
8. Pharmacology
9. Life process in living organism

SUGGESTED BOOKS / READINGS:

- Abdul Ghafoor Malik, Teaching of Science
- Callahan, J.F. 1982.*Teaching in the Middle and Secondary School Second Edu.*
- K.Bhatia, 1958. *Principal and method of teaching*
- Richardson.J. 1959 Science Teaching in Secondary Schools
- Text Book of Biology, Class 9th / 10th , Text Book Board, KPK.
- Thurber . W. (1959): Teaching of Sciences in todays Secondary Schools
- UNESCO 1972, *Science Book for Science Teaching*
- UNESCO 1972, *Teaching of integrated science, vol.11*

- Wittich, W. Audio-visual Material .IPSET. 1994: desired learning competencies in biology.

Methods of Teaching in Mathematics

Course Code: EDU-623

Credit Hours = 3

Course description

This course will equip prospective teachers with knowledge and skills to teach mathematics in grades I through X. They will learn to use a variety of instructional methods and teaching aids which will promote active learning of mathematics. They will plan mathematics lessons and activities and practice teaching math with peers.

Course Objectives

At the end of the course the prospective teachers will:

- Be familiar with the nature, history and development of secondary school Mathematics in Pakistan.
- Appreciate the contribution of Muslims, Hindus and other Mathematics.
- Acquire the skills and competence required for the teaching of Mathematics at secondary level.
- Use various methods of teaching Mathematics effectively.
- Be aware of techniques and strategies of teaching Mathematics at secondary school level.
- Be able to make competent assessments of pupils' achievements in Mathematics.

Course Content

(Part-1: Methodology)

Unit 1. History of Mathematics

- 1.1 Historical review of development of Mathematics in Pakistan
- 1.2 Contribution of Muslim and other Mathematicians.
- 1.3 Educational value of Mathematics
- 1.4 Use of Mathematics in everyday life
- 1.5 The relation of Mathematics with other subjects.

Unit 2. Goals, Aims and Objectives of Teaching Mathematics.

- 2.1 Goals and Aims of Teaching Mathematics.
- 2.2 Instructional Objectives.
- 2.3 Objectives of teaching mathematics with special reference to Blooms Taxonomy of Educational Objectives.

Unit 3. Methods of teaching Mathematics.

- 3.1 Inductive Method
- 3.2 Deductive Method
- 3.3 Analytic method
- 3.4 Synthetic Method
- 3.5 Laboratory Method
- 3.6 Project Method

Unit 4. Teaching Aids and Mathematics Laboratory.

- 4.1 Importance of teaching aids.

- 4.2 Different types of teaching aids to be used in the teaching of Mathematics.
- 4.3 Importance of Mathematics Laboratory and its development.
- 4.4 Suggestions for effective use of Mathematics laboratory/ teaching aids.
- 4.5 Computer as a teaching aid.

Unit 5. Techniques of teaching Mathematics.

- 5.1 Difference between a technique and a method of teaching.
- 5.2 Different techniques of teaching to be adopted in the teaching of Mathematics.
 - i. Oral work i.e. questions in the Classroom and group discussion/group work etc.
 - ii. Drill in Mathematics.
 - iii. Homework and assignments.

Unit 6. Teaching of Algebra, Geometry Trigonometry and Information Handling.

- 6.1 Teaching of Algebra.
- 6.2 Teaching of Geometry.
- 6.3 Teaching of Trigonometry.
- 6.4 Teaching of Sets and Information Handling

Unit 7. Lesson planning in teaching of Mathematics.

- 7.1 Introduction.
- 7.2 Importance of planning in teaching of Mathematics.
- 7.3 Component of a lesson plan.
- 7.4 Qualities of a good lesson plan.
- 7.5 Model lesson plans:
 - (a) Algebra (b) Geometry (c) Trigonometry.

Unit 8. Assessments in Mathematics.

8.1 Scope of Assessment in Mathematics.

8.2 Difference between Assessment, Measurement and Evaluation.

8.3 What is Test and its types?

8.4 Preparation of different types of tests in Mathematics.

8.5 Qualities of a good test.

Part-2: Content

The students are expected to have mastery on Elementary Level Mathematics.

SUGGESTED BOOKS / READINGS

- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Publication.
- Career, B. & Mulhern, G. (1989). *New Directions in Mathematics Education*. New York: Routledge.
- Fauvel, J. & Jeremy G. (1990). *The History of Mathematics: A Reader*. London: Macmillan Press Ltd.
- Lacombe, A. (1985). *Mathematical Learning Difficulties in the Secondary School: Pupils' Needs and Teacher's Role*. England: Milton Keynes.
- *Textbooks of Mathematics for 6th, 7th & 8th classes*. Peshawar: Khyber Pakhtunkhwa Textbook Board.

Methods of Teaching in English

Course Code: EDU-624

Credit Hours = 3

Course Description

Teaching English is a specialized course, which enhances student's teaching skills in the genre of prose, poetry, and general English contents. Students learn different teaching methodologies in addition to history of language development. This course also develops love for English literature among the students.

Course Objectives

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

- Comprehend the nature of language and its connection to human mind.
- Learn about basic language skills and its application in using language.
- Understand about the old and the new trends in methods of teaching English.
- Plan and utilize lessons of Prose, Poetry and Grammar.
- Comprehend and write summaries of Poems and Short-stories.
- Explain their ideas in grammatically correct English.

Course Content

Part I Methodology

Unit 1 Language learning

- 1.1. The Nature of Language
- 1.2. Characteristics of Human Language
- 1.3. Principles of Mother-tongue Learning
- 1.4. Language Development and Stages of Language Learning

Unit 2 Basic Language Skills

- 2.1 Receptive Skills
- 2.2 Productive Skills
- 2.3 Techniques for Developing Listening Skills
- 2.4 Strategies for Promoting Speaking Skills
- 2.5 Analytic and Synthetic Method of Teaching Reading
- 2.6 Brainstorming Before Writing
- Unit 3 Pedagogical Trends in Teaching of English**
 - 3.1 Grammar-Translation Method
 - 3.2 Direct Method
 - 3.3 Audio-Lingual Method
 - 3.4 Structural Approach
 - 3.5 Communicative Approach
- Unit 4 Lesson Planning in Teaching of English**
 - 4.1 The Nature and Scope of Lesson Planning
 - 4.2 The Format of Lesson Planning
 - 4.3 Planning Lessons in Prose and Poetry
 - 4.4 Planning Lessons in Grammar

Part II Content

Unit 5 Summarizing Poems and Short-Stories

- 5.1 **Details of Selected Poems**
 - 5.1.1 Speak Gently *by Anonymous*
 - 5.1.2 A Nation's Strength *by R.W. Emerson*
 - 5.1.3 Daffodils *by Williams Wordsworth*
 - 5.1.4 Miller of the Dee *by Alfred Williams*
 - 5.1.5 Stopping by Woods *by Robert Frost*
 - 5.1.6 Planting a Tree *by Henry Ebby*
 - 5.1.7 Drive the Nail Aright *by Anonymous*
 - 5.1.8 Casablanca *By Mrs. Hemans*
 - 5.1.9 Written in March *by William Wordsworth*
 - 5.1.10 There is a Good Time Coming *by Charles Mackay*

5.2 **Details of Short-Stories**

- 5.2.1 Blue Beard *by Chales Perrault (France)*
- 5.2.2 The Man Who Tamed a Shrew *by Juan Manuel (Spain)*
- 5.2.3 The Sphinx Without a Secret *by Oscar Wilde (U.K)*
- 5.2.4 The Empty Drum *by Leo Talstoy (Russia)*

Suggested Books / Readings

- A Text-book of English for class IX and X Peshawar Text –Book Board. K.P.K.
- Classic Stories from around the world (1994), Braken Books, London.
- Greene & Petty. (1998): Developing language skills in the Elementary Schools, Boston: Allyn & Bacon.
- Haycraft, J. (1983): An Introduction to English Language Teaching, England: Essex.
- Muhammad T. (1998), Modern Approaches to the Teaching of English as a Second Language Lahore Majeed Book Depot.
- Practical English Grammar.
- Sheikh, N.A (1998),: Teaching of English as a Second Language. Lahore Caravan Book House.

Methods of Teaching in Urdu

Course Code: EDU-625

Credit Hours = 3

نصاب برائے تدریسِ اردو

(SYLLABUS TEACHING OF URDU)

سمیسٹر

بی ایڈ : 1.5

کورس کا تعارف: COURSE DESCRIPTION

اس کورس میں زیر تربیت اساتذہ نظر یہ ءُ آموزشِ زبان (the theory of language)

اور زبان متنوع ماحول (Features Of A Language – Rich Environment) کے حوالے سے تدریسِ زبان کو سمجھیں گے۔ ماہرِ بین زبان کا کہنا ہے کہ زبان کا فطری سافٹ وئیر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔

بچے اپنی معصوم عمر ہی میں ہم سے اچھے زبان کے متعلم ہوتے ہیں۔ اس نظر یہ کے تحت اس کورس میں ثانوی کی گئی ہے۔ لسانی مہارتوں کو جماعت کے تحت عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیولنگوئل اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پیمائش اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشاراتِ سبق کامیاب تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصابِ ثانوی جدید سبقی اشاراتِ ناصر ف خود تیار لیریں گے بلکہ ثانوی مدارس میں ان کی عملی مشق بھی کریں گے۔

تعلیمی اور تدریسی رسائی (یونٹ ۱) زبان کا نظر یہ (theory of language)

• زبان کا نظریہ (theory of language)

• آموزشِ زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)

• اردو زبان کا متنوع ماحول

• اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، منئی)

• اردو سے متعلق غلط فہمیوں کا ازالہ

• اردو کی تدریسی تدابیر

• جدید سبقی ڈیزائن

• تدریسی تکنیک

• سمعی بصری اعانات

یونٹ: ۲ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

اوصافِ خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب ولہجہ، تفصیل)

• بنیادی لسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)

• بولنا اور سننا (فنکشنل، آڈیولنگوئل اور ٹوٹل فزیکل طریقوں سے مشق)

• قصے کہانی کی تدریس (تمثیل، ڈراما، قصہ گوئی)

• دورانِ کھیل تدریس (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)

• مطالعے کی تدریس (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

• ثانوی تدریسِ نظم

• فی البدیہہ نظم گوئی

• سبقی اشارات / طریقہ ہائے تدریس (ثانوی سطح کی جاعتیں)

• سبقی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمتِ عملی (نظم و نثر)

یونٹ: ۳

عملی تدریس طریقے (پڑھنا اور لکھنا) طریقہ ہائے تدریس کا تعارف (ثانوی)

• الف بائی، مخلوطی، تحلیلی، طریقے

• عملی فنکشنل اردو

• زبان شناسی کی تدریس (ثانوی سطح کے مطابق)

• تدریس قواعد (بہ ذریعہ نظم)

• تدریس قواعد (بہ ذریعہ اقتباس)

• رول پلے، بازار سی Feed back

• فنکشنل و عملی طریقے (ثانوی سطح کے مطابق)

• تدریس تدابیر (ثانوی سطح کے مطابق)

• منظومات پر مبنی اسباق کی منصوبہ بندی (جماعت ہشتم)

• نثر پر مبنی اسباق کی منصوبہ بندی (جماعت نہم)

• نثر پر مبنی اسباق کی منصوبہ بندی (جماعت دہم)

یونٹ: ۴ جائزہ و آزمائش

• جائزہ و آزمائش تعارف

• سوالات کی تکنیک، مشق

• کلوز پیسج، کیٹرائٹخابی

• آزمائش (TEST)

• سوالنامے

• پرچہ جات

• اسائنمنٹ

• مڈل سطح کے سانچے

• ثانوی سطح کے سانچے

• منظومات پر مبنی اسباق (جماعت ہشتم)

• نثر پر مبنی اسباق (جماعت نہم)

• منظومات پر مبنی اسباق (جماعت دہم)

• نثر پر مبنی اسباق (جماعت نہم و دہم)

(SUGGESTED BOOKS / READINGS) حوالہ جات/ مطالعاتی مواد

تدریسی مباحث

۱۔ فرمان فتح پوری، ڈاکٹر تدریس اردو مقتدرہ قومی زبان اسلام آباد ۱۹۸۶ء

۲۔ جی ایم ملک، پروفیسر، نثار احمد جمیل، پروفیسر تدریس اردو مقتدرہ قومی زبان اسلام آباد ۱۹۸۰ء

- ۳۔ ریاض احمد، ڈاکٹر اردو تدریس جدید طریقے اور تقاضے مکتبہ جامعہ لمیٹڈ نئی دہلی ، انڈیا ۲۰۱۳ء
- ۴۔ ریاض احمد، ڈاکٹر تعلیم و تدریس کے روشن پہلو ایجوکیشنل پبلشنگ ہاؤس ، دہلی ۲۰۱۱ء
- ۵۔ شیریں حسین، ڈاکٹر تعین و تدریس حسین اشاعت گھر جواہر نگر ، انڈیا ۲۰۱۰ء
- ۶۔ محمد اکرام خان مشقی تدریس : کیوں اور کیسے ؟ مکتبہ جامعہ لمیٹڈ نئی دہلی ، انڈیا ۲۰۱۱ء
- ۷۔ رشید حسن خان اردو املا فکشن ہاؤس لاہور ۲۰۱۳ء
- ۸۔ فرمان فتح پوری، ڈاکٹر اردو املا قواعد (مسائل و مباحث) مقتدرہ قومی زبان اسلام آباد ۱۹۹۰ء
- ۹۔ طالب الهاشمی اصلاح تلفظ و املا القمر انٹر پرائز اردو بازار لاہور س۔ن
- ۱۰۔ گوپی چند نارنگ، ڈاکٹر املا نامہ (مرتبہ) مکتبہ جامعہ لمیٹڈ نئی دہلی ، انڈیا ۱۹۷۴ء
- ۱۱۔ بادشاہ منیر بخاری، ڈاکٹر اردو زبان کے غیر آریانی نظریات بخاری پبلشرز پشاور ۲۰۱۵ء
- ۱۲۔ بادشاہ منیر بخاری، ڈاکٹر مقالات (مرتبہ) بخاری پبلشرز پشاور ۲۰۰۸ء
- ۱۳۔ خلیل صدیقی زبان کیا ہے؟ بیکن بکس ملتان ۱۹۸۹ء
- ۱۴۔ ابولاعجاز حفیظ صدیقی کشاف تنقیدی اصطلاحات مقتدرہ قومی زبان اسلام آباد ۱۹۸۵ء
- ۱۵۔ شان الحق حقی فرہنگ تلفظ (مرتبہ) مقتدرہ قومی زبان اسلام آباد ۲۰۱۰ء

Methods of Teaching in Pakistan Studies

Course Code: EDU-626

Credit Hours = 3

Course Description

Pakistan, an ideological state, came into existence as a result of struggle of Muslims of South Asia to establish a separate homeland comprising of states/provinces where Muslims were in majority. Pakistan study is a multi disciplinary subject comprising of history, geography, politics, sociology and economics. A comprehensive knowledge of the subject matter will not only enhance mastery of the subject but will also facilitate its delivery.

Course Objectives

After completing this course the trainees will be able to:

1. Explain the concept of Pakistan ideology.
2. Analyse various phases of the Pakistan movement leading to the achievement of Pakistan.
3. Discuss the value and importance of Pakistan studies in the practical life of students.
4. Apply diverse methods and techniques of Teaching in the subject of Pakistan Studies.
5. To present the lessons effectively before the students.

Course Content:

Part – I: METHODOLOGY

Unit- 1. Objectives of teaching Pakistan Studies:

- 1.1 Need and importance of objectives.
- 1.2 Classification of objectives.
- 1.3 Objectives of Teaching Pakistan Studies at Secondary level.

Unit -2. Curriculum of Pakistan Studies:

- 2.1 Definition and various perspective of Curriculum of Pakistan Studies.
- 2.2 Elements and Principles of Curriculum development.
- 2.3 Critical analysis of the present Curriculum of Pakistan Studies at Secondary level.

Unit- 3. Teaching Methods of Pak: Studies:

- 3.1 Lecture Method.
- 3.2 Discussion Method.
- 3.3 Project Method.
- 3.4 Team Teaching Method.

Unit- 4. Teaching Techniques of Pakistan Studies:

- 4.1 Importance and functions of questions.
- 4.2 Characteristics of questions.
- 4.3 Handling of students answers and questions.
- 4.4 Study Trips and Exhibition.
- 4.5 Role Playing.

Unit- 5. Instructional Aids in the teaching of Pak: Studies:

- 5.1 Definition and importance of A.V. Aids.
- 5.2 Types of A.V. Aids.
- 5.3 Techniques for using of A.V. Aids in the teaching of Pakistan studies.

Unit -6. Lesson Planning:

- 6.1 Need for lesson Planning.
- 6.2 Characteristics of lesson Planning.
- 6.3 Lesson Plan for the teaching of Pak: Studies.

Unit -7. Pakistan Studies Teacher and his Class-room:

- 7.1 Qualities desired in the Teacher of Pak: Studies.
- 7.1 Requiriemtns of Pak. Studies room in the schools.

Unit- 8. Evaluation of learning outcomes of Pakistan Studies:

- 8.1 Meaning and objectives of Evaluation.
- 8.2 Characteristics of a Good testing program.
- 8.3 Evaluation Techniques for Pakistan Studies.

Part – II: CONTENT

Unit 1: Pakistan Movement

- 1.1. Advent and spread of Islam in South Asia
- 1.2. Reformation movements
 - 1.2.1. Sheikh Ahmad Sirhindi
 - 1.2.2. Shah Waliullah
 - 1.2.3. Syed Ahmad Shaheed
- 1.3. The Independence war 1857 and the role of Sir Syed Ahmad Khan
- 1.4. Foundation of Muslim League
- 1.5. Khilafat Movement
- 1.6. Allama Iqbal and the concept of Pakistan
- 1.7. Pakistan Resolution.

Unit 2: Diverse Problems faced by Pakistan

- 2.1. Kashmir
- 2.2. Early constitutional making problems
- 2.3. Economic problems of Pakistan
- 2.4. Agricultural problems of Pakistan
- 2.5. Illiteracy
- 2.6. Terrorism
- 2.7. Political instability / failure of democracy in Pakistan.

Unit 3: Our land and constitutions

- 3.1. Location of Pakistan with special reference to Khyber Pakhtunkhwa.
- 3.2. Physical features and climate of Pakistan
- 3.3. The objective resolution
- 3.4. Salient features of various constitutions.
- 3.5. Islamization in Pakistan.

Unit 4: Pakistan in the community of Nations.

- 4.1. The determinants of Pakistan's Foreign policy
- 4.2. The role of Pakistan in uniting the Islamic world
- 4.3. Pakistan's role in United Nations Organization (UNO)
- 4.4. Economic Cooperation Organization (ECO) and Pakistan.
- 4.5. China Pakistan Economic Corridor (CPEC).

SUGGESTED BOOKS / READINGS

- Abid, S.Q. (2007). A Muslim Struggle for Independence: Sir Syed to Muhammad Ali Jinnah.
- Lahore: Sang-i-Meel publication.
- Aslam, M.D. (1989). Teaching of Pakistan Studies. Lahore: Majeed Book Depot.
- Bining, D.H. (1941). Teaching of social Studies in Secondary Schools. New York: McGraw Hill & Co
- Cohen, S. P. (2005). The Idea of Pakistan.. Karachi: Oxford University Press.
- Ghaffar, S. A. & Afridi, A. K. (2011). Teaching Pakistan Studies. Peshawar: Ijaz Printers.
- Ikram, S. A (1995). Modern Muslim India & the Birth of Pakistan. Lahore: Institute of Islamic
- Kazimi, M. R. (2007). Pakistan Studies. Karachi: Oxford University Press.
- Rabbani, M. I. (2003). Introduction to Pakistan Studies (revised edition. Lahore: Caravan Book
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- Shahid, S. M. (2013). Teaching Pakistan Studies. Lahore: Majeed Book Depot.
- Wesley, E. B. (1958). Teaching of Social Studies in High School. Boston: D. C. Heath Co.
- Yusuf, H. (1998). A Study of Political Development 1947–99. Lahore: The Academy.

Methods of Teaching in Pashto

Course Code: EDU-627

Credit Hours = 3

Objectives

- د د ګورس لوستلونه نه پس به طالب علما د د ګورس په ډول ګورس کې ښه شي.
- د پښتو ژبې ټول توري (Alphabets) وپېژني د پښتو مخصوص توري به هم وپېژني او پښتو تورو غږونه ادا کول شي او پښتو صحیح تلفظ سره به لوستل شي.
- پښتو به صحیح املا سره لیکل شي.
- د پښتو ژبې د تاریخ نه به خبر شي او دا هم چې پښتو ژبه پېنځه زره کاله زړه ژبه ده او ګڼې لهجې لري چې دوه غږني یکنې قندهاری او پښورې دي.
- د پښتو ژبې د ادب نه به لږ ډیر واقف شي د خوشحال بابا، رحمان بابا، حمزه بابا، غني خان د عمر او شاعری نه واقف شي.
- د پښتو ژبې د نظم خوندنی طریقې دده کړي.
- د پښتو ژبې د نثر د زده طریقې دده کړي.
- د پښتو ژبې په ګرامري قواعدو او صرف وځوان پوه کړي.
- د پښتو نظم او نثر، او قواعدو په خوند کې د مېم کارونه لیدونکو او ویدونکو ته وپېژني.

اولنۍ برخه

- د ژبې ابلاغي او ټولنیز ارزښت او اهمیت.
- د ماشوم په تعلیم کې د مورنۍ ژبې اهمیت.
- د پښتو ژبې تاریخ، اهمیت، د پښتو Geographical location.
- د پښتو او پښتونولي، د پښتولي عناصر، جرګه، مرکه، ننوت، پناه، توره، بڼګر.
- د پښتو ژبې قواعد، صرف و نحو او دهغې د تدریس طریقې.
- د شاعری احناف او دهغې د تدریس طریقې غزل، نظم، آزاد نظم، مصرعه، نظم، مرثیه، قصیده بدله، چاربیته، ټپه.
- د نثر احناف ناول، ډرامه، افسانه، تکل، سفرنامه او رپورتاژ پېژنه او دهغې د تدریس طریقې.
- د پښتو خط، درخواست او مضمون لیکل دده کول او دهغې د خوندنی طریقې.
- د نظم، نثر، مضمون، قواعدو، خط، درخواست تدریسې خاکې جوړول دده کول.

دویمه برخه

د نهم لسم کتاب مکمله مطالعه او عملي مشقونه

Methods of Teaching in Arabic

Course Code: EDU-628

Credit Hours = 3

مقاصد: اس کورس کی تکمیل کے بعد طلباء و طالبات اس قابل ہو جائے کہ۔

۱. عربی زبان کی ضرورت و اہمیت سے آگاہ ہوں۔
۲. عربی کے تدریس کے اصول سیکھ سکیں۔
۳. تدریس عربی کے لیے مختلف طرحہائے تدریس اپنا سکیں۔
۴. عربی زبان کے مخارج و صفت سے آگاہ ہو سکیں۔
۵. عربی زبان بولنے، لکھنے، سمجھنے اور پڑھنے کے قابل ہو جائیں۔

حصہ اول نمبر ۶۰

عربی زبان کی ضرورت و اہمیت

- باب اول:
- ۱۔ عربی زبان کی اخلاقی و روحانی ضرورت
 - ۲۔ پاکستان میں عربی کی اہمیت
 - ۳۔ تدریس عربی کی ضرورت
 - ۴۔ تدریس عربی کی مذہبی اور تعلیمی حیثیت

باب دوم:

- ۱۔ لسانی نشوونما
- ۲۔ مخارج الحروف
- ۳۔ مقرر القرآن
- ۴۔ مقرر الحدیث

باب سوم:

- الطرق التدریس
- ۱۔ طریقتہ القواعد والترجمہ۔
 - ۲۔ الطریقتہ المباشرة
 - ۳۔ طریقتہ القراءة
 - ۴۔ الخطیۃ العملیہ
 - ۵۔ الطریقتہ الشفویۃ الاذنیۃ

باب چہارم:

طرق التدریس

- ۱۔ الطريقة التركيبية
- ۲۔ الطريقة الكلية
- ۳۔ الحركات القصيرة والطويلة
- ۴۔ طريقة القواعد والترجمة

باب پنجم:

التمارينات

- ۱۔ مضمون لکھنا
- ۲۔ خطوط لکھنا
- ۳۔ کہانی لکھنا
- ۴۔ درخواست لکھنا
- ۵۔ ترجمہ کرنا
- ۶۔ اعراب لگانا
- ۷۔ محاورہ
- ۸۔ ضرب المثال

حصہ دوم ۴۰

جماعت نہم دہم کے مروجہ عربی کتاب ٹیکسٹ بک بورڈ خیبر پختون خواہ سے منظور شدہ کتاب کے پہلے ۱۰ اسباق کا مکمل مطالعہ اور تدریس کی عملی مشق۔

کتابیات:

- ۱۔ القرآن
- ۲۔ تدریب المعلمین یونٹ اتالے، علامہ اقبال اوپن یونیورسٹی
- ۲۔ اللغة العربية۔ ٹیکسٹ بک بورڈ خیبر پختون خواہ

Human Development and Learning

Course Code: EDU-614

Credit Hours = 3

Course Description

The study of human development involves both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction. Prospective teachers and other professionals in training who will interact with students need to understand how human beings grow over time and learn and how that learning varies and is affected by each student's context, culture, and development. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes; the development of teaching methods, knowledge and skills; and perspectives which enhance learning environments.

Course Objectives

At the completion of this course, it is expected that prospective teachers will be able to:

1. Learn about the main aspects, periods, principles and influences on human development.
2. Describe the links between physical, cognitive, social and emotional development.
3. Explore the process of learning and factors that influence learning.
4. Discuss major theories of learning and link it to classroom learning and teaching.
5. Identify practical problems related to teaching and learning both in and out of the classroom.
6. Outline briefly various theories of personality and their relationship to schooling.
7. Develop the ability to reflect critically, and in so doing to develop a personal philosophy of learning and teaching

Course content

Unit 1: Developmental Psychology: A foundation for teaching

- 1.1. An introduction to developmental psychology
- 1.2. Nature, scope and functions of developmental psychology
- 1.3. Methods used for studying human beings and ethical consideration

Unit 2: Growth and Development

- 2.1. Physical growth and motor development.
- 2.2. The development of cognition and language
 - Piaget's theory of cognitive development
 - Vygotsky's socio-cultural theory
- 2.3: Emotional, social and moral development
- 2.4: The development of self
 - Erikson's theory of psychosocial development

Unit 3: The learning process

- 3.1: Behavioral views of learning
 - Classical Conditioning
 - Pavlov's approach
 - Watson and behaviorism
 - Operant Conditioning
 - Thorndike, trial and error learning
 - Skinner's operant conditioning
 - Social learning theory and Observational learning
- 3.2: Cognitive Explanations of Learning
 - Cognitive learning theory
 - The information processing approach
 - The multi-store model

The connectionist model

Cognitive style

Constructivism

Gestalt psychology

3.3. Factors affecting learning

Unit 4: Individual differences

4.1. Introduction

4.2. Bases of individual differences

4.3. Areas of individual differences

4.4. Assessment of individual differences

4.5. Intelligence

4.6. Measuring Intelligence

The Stanford-Binet-Test

Wechsler's intelligence Scales

Interpreting IQ Score

4.7. The nature-nurture debate

4.8. The concept of EQ

4.9. Identifying and teaching:

The slow learners, the gifted, emotionally disturbed and socially disadvantaged students

Unit 5: Personality and character development

5.1. The concept of personality and character

5.2. Schools of thought in personality

5.3. Assessment of personality

5.4. Personality and learning

SUGGESTED BOOKS / READINGS

- Adler, A. (1930). *The education of children*. Chicago: Gateway.
- Armstrong, S. J. (2000). The influence of individual cognitive style on performance in management education. *Educational psychology*, 20(3), 323-340.
- Berk, L. E. (2003). *Child development* (6th ed.). Boston, MA: Allyn & Bacon.
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- Krause, K., Bochner, S, & Duchesne, S. (2003). *Educational psychology for learners and teachers*. Australia: Nelson.
- Gowda, S. N. (2015). *Learning and the learner* (2nd ed.). Delhi: PHI Learning Private Limited.
- Fried, S. (1966). *The complete introductory lectures on psychoanalysis*. New York: Norton.
- Keenan, T. & Evans, S. (2009). *An introduction to child development* (2nd ed.). London: SAGE.
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- Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15, 1-12.
- Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development* (5th ed.). White Plains, NY: Longman.

Instructional Communication Technology (ICT) in Education

Course Code: EDU-615

Credit Hours = 3

Course Description

ICT nowadays is being used in almost all academic disciplines. It is the latest and most advanced technology of the present era. Education too is not an exception. ICT is being applied as a major AV- aid in instruction as well as planning. Moreover, numerous software have been developed that are used in research (for data analyses and data presentation) and teaching. This course is intended to introduce the students with recent developments and applications of technology in the field of education. It will enable the students to equip themselves with the use of modern technologies in the classroom. It also enables them to use these technologies in school management. ICT plays a vital role in the development of every organization, whether, business organization or social organization like school and universities. ICT is becoming an integral asset and organizations give importance to the tools, equipment and resources used for managing information. Knowledge of ICT is helpful in this regard.

Course Objectives

After completing the course, the students will:

- Understand the meaning of ICT and its scope in education
- Know the relationship of computer in ICT
- Use internet based tools for retrieving and sharing information
- Describe basics of computer
- Exhibit capabilities of using computers in education
- Prepare lessons plans, classroom presentation and organize data using computers
- Use internet and E-mail for educational purposes.

Course Content

Unit 1. Information Communication Technology (ICT)

- 1.1. Meaning
- 1.2. Resources and Applications
- 1.3. Computer and ICT
- 1.4. Use in Education
 - 1.4.1. For retrieving information
 - 1.4.2. Organizing and storing information
 - 1.4.3. Sharing and disseminating information

1.5. Scope in Education

Unit 2. Introduction to Computers

- 2.1. Components of computer
- 2.2. Computer hardware and software
- 2.3. System software and application software
- 2.4. Storage Devices, Magnetic tape, Magnetic disk, Floppy disk, Flash drive, Optical Disk, CD Rom, DVD Rom,
- 2.5. Memory devices
- 2.6. Input devices Key board,, Mouse, Scanner, Camera etc.
- 2.7. Output devices monitor, printer, plotter etc.

Unit 3. Teachers' and students' tools

- 3.1. Productivity tools
 - 3.1.1. Instructional and creative tasks
 - 3.1.2. Assessment
 - 3.1.3. Record Keeping
- 3.2. Internet resources for teachers
 - 3.2.1. Productivity and management tasks
 - 3.2.2. Lesson plans
 - 3.2.3. Digital discussions
 - 3.2.4. E-mail
 - 3.2.5. Listservs
 - 3.2.6. Discussion forums
 - 3.2.7. Blogs
- 3.3 Internet resources for students
 - 3.3.1 Video conferencing
 - 3.3.2 Web 2.0 tools
 - 3.3.2.1 Blogs
 - 3.3.2.2 Wiki
 - 3.3.2.3 Social network sites
 - 3.3.2.4 Social book marking sites
 - 3.3.2.5 Photo and video sharing
 - 3.3.2.6 Virtual worlds
 - 3.3.3 Search engines
 - 3.3.4 Web sites for children

Unit 4. Developing Unit Plans

- 4.1. Developing unit plan template
- 4.2. Searching unit and lesson plan resources
- 4.3. Developing right questions

- 4.4. Bloom's taxonomy
- 4.5. Developing objectives for the unit plan
- 4.6. Exploring copy right laws related to computer and software use

Unit 5. Instructional Resources: Software

- 5.1. Introduction to educational software
- 5.2. Software categories
 - 5.2.1. Tutorials
 - 5.2.2. Drill and practice
 - 5.2.3. Simulations
 - 5.2.4. Instructional games
 - 5.2.5. Problem solving
 - 5.2.6. Discovery, Reference and other learning tools

Unit 6. Developing multimedia presentations

- 6.1. Creating an outline
- 6.2. Saving the presentation
- 6.3. Formatting the Slides
- 6.4. Adding slide animation
- 6.5. Inserting pictures, recording a voice narration and videos
- 6.6. Enhancing a presentations
- 6.7. Setting up a show to run automatically
- 6.8. Sharing a multimedia presentation on the unit plan

Unit 7. Using MS Word for Educational Applications

- 7.1. The writing process
- 7.2. Developing ideas and content
- 7.3. Producing drafts
- 7.4. Developing editing skills
- 7.5. Adding voice
- 7.6. Checking for sentence accuracy
- 7.7. Organizing and publishing
- 7.8. Writing across the curriculum
- 7.9. Creating forms
- 7.10. Using MS Equation Editor

Unit 8. Using MS Excel in Classroom

- 8.1. Overview of the Excel Window
- 8.2. Setting up rows and columns for entering data
- 8.3. Adding and deleting rows and columns
- 8.4. Creating simple calculations
- 8.5. Using the built-in formulas in Excel
- 8.6. Copying data or formulas

- 8.7. Formatting a worksheet
- 8.8. Formatting cells
- 8.9. Using appropriate charts and graphs
- 8.10. Educational Applications of Excel
 - 8.10.1. Creating a graphing grid
 - 8.10.2. Creating a time table
 - 8.10.3. Creating a time line
 - 8.10.4. Problem solving

Teaching Strategies

- a. Practical work and extensive practice in the lab
- b. Assignments (Students will prepare lesson plans on power point and present it in the class). They will work on Excel, MS Word and Power Point in the lab.

SUGGESTED BOOKS / READINGS

- Candau, D. et al. (2006). *Intel Teach to the Future*. Intel Corporation.
- Cashman S. (2005). *Integrating Technology in Classroom*. USA: McGraw Hill.
- Norton, P. (2003). *Computing Fundamentals*. New York: McGraw Hill.

SEMESTER III

Guidance and Counseling

Course Code: EDU-605

Credit Hours = 3

Course Description

Guidance and counselling help teachers to solve the day-to-day problems of their Students by using specialized techniques based on sound knowledge of the discipline. This course intends to enhance Student Teachers' knowledge and conceptual understanding of and skills in guidance and counselling. In this course, Student Teachers will develop their contextual understanding of guidance and counselling by exploring the historical background of, comparative perspectives on, approaches to, and areas of guidance and counselling. The course will also describe the role and responsibilities of the counsellor and the counselling process. New trends in guidance and counselling will also be introduced. The course will enable Student Teachers to identify their students' problems through the use of relevant tools and strategies, and to develop insights to solve their problems in the light of different theories of guidance and counselling

Course Objectives

After studying this course, Student Teachers will be able to:

- conduct a healthy discussion on the concept of guidance and counselling
- apply the theories of guidance and counselling in different situations
- identify their students' problems with the help of appropriate tools
- utilize different counselling techniques to help their students deal with various problems
- perform the responsibilities of a counsellor and apply counselling ethics
- develop and simulate an action plan.

Teaching and Learning Strategies

The course Instructor will use a variety of instructional techniques, including practical examples, and will use data collection tools, data analysis techniques, and decision-making processes in guidance and counselling. Student Teachers are to work as change agents in school and develop guidance and counselling action plans for classrooms or schools.

Course Content

UNIT-1: Introduction to guidance and counselling

- 1.1. Introduction to the course
- 1.2. The concept of guidance and counselling
- 1.3. Guidance and counselling in Pakistani schools
- 1.4. Guidance and counselling in a comparative perspective: India and the United States

Unit 2: Areas of Guidance and Counseling

- 2.1. Areas of guidance and counselling (concepts)
- 2.2. Awareness and importance of problems
- 2.3. The importance of academic problems and their impact on personal development
- 2.4. Spiritual, social, moral, and cultural problems
- 2.5. Social, moral, spiritual, and cultural problems and their impact
- 2.6. The need for learning guidance and counselling

Unit3: Theories of Guidance and Counselling: Application in Education

- 3.1. Psychoanalysis: behavioural
- 3.2. Cognitive: Counsellor-centred
- 3.3. Cognitive: Client-centred

Unit 4: Problem Identification and Tools of Data Collection

- 4.1. Questionnaire
- 4.2. Interview
- 4.3. Observation and rating scale
- 4.4. Profile and portfolio
- 4.5. Sociometric
- 4.6. CR (cumulative records)

Unit 5: Guidance Services

5.1. Services

- a. Orientation Information
- b. Counseling Techniques
- c. Placement

- d. Follow up
- e. Research

5.2. Counseling Process

- a. Techniques of Counselling
- b. Freudian (Catharsis)
- c. Behavioural (Reinforcement and Modeling)
- d. Cognitive (Cognitive Restructuring and Believe Change)

5.3. The Role of the Counsellor

- a. The role and Responsibilities of a Counsellor
- b. Counselling Ethics

UNIT 6: ACTION PLAN FOR GUIDANCE AND COUNSELLING FOR SECONDARY SCHOOLS

6.1. Developing lesson plans for guidance and counselling:

- a. Personal, social, academic and career

6.2. Preparing a step-by-step guideline for a school development programme

6.3. Presentation of curriculum sessions and guideline for school development programme

SUGGESTED BOOKS / READINGS

- Conte, C. (2009). Advanced techniques for counseling and psychotherapy. New York: Springer
- Corey, G. (2008). Theory and practice of group counseling (7th ed.). Stamford: Cengage Learning
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). Evidence-based school counseling: Making a difference with data-driven practices. Thousand Oaks, CA: Corwin
- Kochhar, S. K. (2008). Educational and vocational guidance in secondary schools. New Delhi: Sterling.
- Nayak, A. K. (2007). Guidance and counselling. New Delhi: APH Publishing
- Okum, B. F., & Kantrwitz, R. E. (2008). Effective helping: Interviewing and counseling techniques (7th ed.) Belmont: Thomson
- Perry, W. (2008). Basic counseling techniques: A beginning therapist's toolkit (2nd ed.). Bloomington: Author House.
- Sharf, R. S. (2011). Theories of psychotherapy and counseling: Concepts and cases (5th ed.). Stamford: Cengage Learning.
- Thompson, R. A. (2012). Professional school counseling: Best practices for working in the schools (3rd ed.). New York: Routledge.

School, Community and Teacher

Course Code: EDU-618

Credit Hours = 3

Course Description

Purpose of this course is to provide prospective teachers with a strong foundation for understanding the relationship between and among teachers, the school and the families and community that support the school. Basic conceptualizations of institutions that educate and the role of the teacher in relating to these institutions will be considered. Students will also explore how cultural, social, and historical forces have shaped understanding of the relationship teachers have with schools, communities and families in Pakistan. The course will explore the social context of schooling, examining how the work of teachers is nested within school and community. It will provide orientation to the process of socialization in schools and how social factors affect education. Students will have opportunity to build their ability to put this knowledge into practice in the accompanying 1 credit laboratory by study of a school and its community, so that as teachers, they can mobilize support for educational programs and contribute positively to their communities. Practical application of the course will be emphasized as students explore the teaching and learning within both school and community. They will identify strategies, practices, and relationships that have proven fruitful within the contexts with which they are familiar and learn how to identify and to respond to challenges in school, community and teacher relationships. Students will identify how culture, gender, special needs, equity and equality and collaborative working conditions affect the school and community.

Course Objectives:

Prospective teachers will be able to:

- Analyze and describe relationships between teachers, the school and the families and community that support the school.
- Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
- Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
- List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
- Explain his/her role as a role model for their students in school and in the community in general.

Course Content

Unit 1: Society, Community and Education

- 1.1. Introduction and overview of the course
- 1.2. Introduction of society, community and education
- 1.3. Structures and Functions of community and schools in Pakistan
- 1.4. Impact of education on Society
- 1.5. Role of education in strengthening Pakistani communities

Unit 2: Understanding Social Interaction in Schools and Communities

- 2.1. Meaning of Social Interaction
- 2.2. Levels of social interaction
- 2.3. Elements of social interaction
 - a. Social contacts
 - b. Communication
 - c. Social attitudes and values
- 2.4. Types of social interaction
 - a. Cooperation
 - b. Competition
 - c. Conflict
 - d. Accommodation
 - e. Assimilation
- 2.5. Meaning/type of social groups
- 2.6. Individual/group behavior
- 2.7. Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities.

Unit 3: School and Culture

- 3.1. Main characteristics of culture
- 3.2. Elementary concepts of culture
 - a. Cultural trait
 - b. Cultural complex
 - c. Cultural pattern
 - d. Cultural lag
- 3.3. Cultural diversity
- 3.4. Culture and cultural elements of Pakistani communities
- 3.5. Role of education and school in protection and transmission of culture.
- 3.6. Impact of media on school and culture
- 3.7. Impact of technology on school and culture

Unit 4: Relationships between School and Community

- 4.1.** School as a social, cultural and Community Institution
 - a. Effects of school on communities
 - b. Effects of communities on school
- 4.2.** School as a hub for community services
- 4.3.** A critical analysis of effective role of school and teachers in Pakistani communities

Unit 5: Social Institutions

- 5.1.** Definition and Types of social institutions
- 5.2.** The family
- 5.3.** Educational institutions
- 5.4.** Religious institutions
- 5.5.** Critical analysis of the role of Social Institutions in Pakistani school

Unit 6: Teacher's Role in School and Community

- 6.1.** Teacher as an integral part of community
- 6.2.** Teacher as an integral part of community
- 6.3.** Teacher as a change agent in
 - a. Community
 - b. School
- 6.4.** Teacher as role models through their participation in community activities
- 6.5.** Effects of teachers and schools on individual and group behavior

Unit 7: Working Context of Pakistani Teacher

- 7.1.** Teacher as a social activist
- 7.2.** Teacher's leadership roles within and outside schools
- 7.3.** Teacher's role in establishing linkage among stakeholders

Unit 8: Practical Experience

The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor

SUGGESTED BOOKS / READINGS

There is no standard textbook for this course. The books listed below should be treated as 'suggested' readings that can provide support material for both students and instructors. Instructors can assign chapters to students as and when deemed appropriate.

- Bashiruddin, A, & Retallick, J, (eds), (2009). *Becoming Teacher Educators*, Aga Khan University-Institute of Educational Development: Karachi
- Hafeez, S, Pakistani Society,
- Marshall, L & Rowland, F. (2006). *A guide to learning independently*, 4th edn, Pearson Longman, French Forest, NSW.
- Kotley, S.B, (2008). *The Basic Sociology*, Greenwood Press: USA
- For students, however, a Student Reading Pack is suggested that includes chapters from relevant books, journal articles and websites with appropriate materials.
- The following is a list of suggested (recommended) reading for including in students reading pack and/ or using as teachers' resource.
- Abdalla, M.J. & Qureshi, R (2009). *Teacher leadership for school-based professional development: A case study*. In Qureshi, R & Shamim, F. (eds) *Schools and schooling practices in Pakistan' Lessons for Policy and Practice*; Oxford University Press: Pakistan
- Pakistan: Aga Khan University-Institute for Educational Development: .pp.558-564
- Qureshi, R (accepted for publication). *Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?* Educational A awakening, Journal of the Islamic University Malaysia
- Qureshi, R (2006). *Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan*, Muslim Education Quarterly, vol. 23 (1 &2): pp.20-37
- Qureshi, R , Pirzado, P. & Nasim, S. (2007), *Schooling in Rural Sindh, Pakistan*, In Qureshi, R & Rarieya, J. (eds) Qureshi, R & Rarieya, J. (Eds) (2007). *Gender and Education in Pakistan Karachi, Pakistan: Oxford University Press: Pakistan*), *Gender and Education in Pakistan Oxford University Press: Pakistan*, pp.126-146.
- Qureshi, R (2008). *Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,* Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19- 20, 2008", Changchun, China:pp.1-10 '
- Qureshi, R & Shamim, F.(Eds). (2009). *Schools and schooling practices in Pakistan' Lessons for Policy and Practice*, Oxford University Press: Pakistan
- Shaaban, M & Qureshi, R (2007) "Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities." Conference proceedings of the international Conference on "Quality in Education: Teaching and Leadership in Challenging Times" h:bruary21-23, 2006,

Reading / Teaching Literacy

Course Code: EDU-619

Credit Hours = 3

Course Description

The purpose of this course is to help Student Teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes that are reciprocal with the oral language processes of listening and speaking- Like oral language, reading and writing develop over time through a child's active interaction with print and the environment and with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading are key to supporting all children as they become readers and writers. The course will provide Student Teachers with an understanding of international and national perspectives of literacy. It will help them to understand what it means to be a reader and the significance of early reading development, which is the foundation for the continuation of literacy development. A major goal is to develop Student Teachers' understanding of reading as a complex process that involves constructing meaning through the interaction of a reader's existing knowledge, the information in the text, and the context of the reading. Student Teachers will also examine the connection between reading and writing as well as the important role of reading and writing in early literacy development.

Furthermore, we will consider that most children will be learning to read and write in a language that is not their first language. Although the development of reading and writing in a second language follows the same course of development as in a first language, students must first become orally proficient. Thus the trajectory of learning may not initially be as steep as in a child's first language. In addition to learning how to help primary learners develop basic reading components, prospective teachers will gain an understanding of how the basic components of reading can be assessed by means of formal and informal procedures. The course will also help Student Teachers gain insights into reading difficulties that students may encounter in early grades. Prospective teachers will develop knowledge and skills required to diagnose and overcome common reading problems young learners face.

Course Objectives

After completing this course, Student Teachers will be able to:

- Contextualize literacy in international and national perspectives
- Describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving
- Identify phases of second language development and the implications for reading and writing instruction
- Identify various phases in reading development
- Explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers

- Develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language
- Differentiate instruction through various classroom organizational structures and teaching strategies
- Identify supports for learning to read and write, including family and community; and
- Identify- reading difficulties by using different assessment tools and apply possible strategies to overcome such difficulties

Course Content

Unit 1: Understanding Literacy

- 1.1. Introduction to the Content and Purpose of the Course.
- 1.2. International, National and Local Perspectives of Literacy
- 1.3. Literacy in National Education Policies of Pakistan
- 1.4. Define Reading, Define Writing
- 1.5. Oral Language as Foundation of Reading and Writing
- 1.6. Learning to Read and Write in a Multilingual Context
- 1.7. Stages of Reading Development
- 1.8. Instructional Models of Reading Development at Early Grades (Bottom up Models, Top Down Models, Interactive Models)
- 1.9. Writing Development in Early Grades
- 1.10. Reading Writing Connections

Unit 2: Growing Up to Read and Write: Early Reading and Writing:

- 2.1. Introduction to the Components of Reading
- 2.2. Phonological Instruction in English, Urdu and Regional Languages
- 2.3. Teaching of Phonological Awareness
- 2.4. Creating Phonemic Awareness
- 2.5. The Alphabetic Principal
- 2.6. Phonics Instruction and Assessment for the Early Grades
- 2.7. Design Activities for Teaching Phonics
- 2.8. Literacy Rich Classroom Environment

2.9 Types of Print Resources to use in an Early Literacy Classroom

Unit 3: Becoming Reader and Writers

- 3.1. Fluency Instruction and Assessment
- 3.2. Vocabulary Instruction and Assessment
- 3.3. Comprehension Instruction and Assessment
- 3.4. Matching Text to Students
- 3.5. Reading Books
- 3.6. Guided Reading

UNIT 4: Dealing With Reading Difficulties

- 4.1. Define Reading Difficulties
- 4.2. Types of Reading Difficulties
- 4.3. Factors of Reading Difficulties
- 4.4. Factors of Reading Difficulties (cont.)
- 4.5. Identification of Reading Difficulties through Assessment
- 4.6. Informal Diagnostic Tools (Informal Reading Inventory)
- 4.7. Informal Diagnostic Tools (Running Records)
- 4.8. Helping Young Struggling Readers
- 4.9. Response to Intervention (RTI)

SUGGESTED BOOKS / READINGS

- M. Susan Barr, Peg Griffin, and Catherine E. Snow., (1999), *Starting Out Right: A Guide to Promoting Children's Reading Success* National Academy Press Washington, DC.

- Bonnic B. Armbrouster Jean Orbom (2003) Put Reading First: The Research Building Blocks for Teaching Children to Read, Publishing by: Center for the Improvement of Early Reain Achievement.
- <http://www.3Plearning.com/literacy-important/>
- www.uncsco.org/education/GMR2006/full/chapt6_eng.pdf
- [http://iqrapakonline.wordpress.com/tag/education.policy/\(blogpast,200\)](http://iqrapakonline.wordpress.com/tag/education.policy/(blogpast,200))
- “History of Education Policy Making and Planning in Pakistan” available on <https://www.sdpi.org/publications/files/w40-history%20of%20educational%20poicy%20.pdf>
- <http://lines.ed.gov/pubications/pdf/PRFbooklet.pdf>
- <http://www.readingrockets.org/article/understanding-and-assessing-fluency>
- <http://teaching.monster.com/benefits/article/1880-strategies-to-assess-and-increase-reading-fluency>
- http://www.colorin_colorado.org/article/ells-and-reading-fluency-english
- assessing reading fluency, aspect by aspect
- <http://www.teachingchannel.org/blog/2014/03/31/writing-fluency/>
- http://www.utns.org/writing_quality/sentence_fluency.htm
- Source: U.S Department of Education, Institute of Education Sciences, National Centrer for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral ReadingStudy.vailable online at <http://nces.ed.gov/nationreportcard/studies/org/scale.aspx>
- http://www.sagepub.com/upmdata/54582_conderman_ch_3.pdf
- http://www.bellarmin.edu/does/default-source/education_docr/Reutzel_cootes_comprehension_TCR_5e_2.aspx
- Possible resources to also focus on learning difficulty, reading difficulties, reading, disability, learning disability, reading disorder.
- <http://www.readingrockets.org/article/about-reading-disabilities-learning-desabilities-and-reading-difficulties>
- <http://www.nichd.nih.gov/health/topics/reading/conditioninfo/pages/digorders.aspx>
- <http://www.education.gov.sk.ca/reading-difficulites-disabilities>
- <http://www.learning.com/causes-of-child-reading-problems-faq.htm>
- <http://www.jbse.webinfo.1t/71-77.Geske.pdf>.article-by-Andrejs Geske,Antro Ozola, University-of-Latvia(2008)
- <http://www.helpingeverychildtoread.com/index.php/causes-of-difficulty/causes-of-dyflexia>
- <http://www.readingrockets.org/article/why-come-children-have-difficulties-learning-read>
- <http://www.readingrockets.org/article/identifying-risk-factors-prevent-difficulties>

Foundations of Education

Course Code: EDU-606

Credit Hours = 3

Course Description

The purpose of this course is to explore the philosophical, sociological, psychological, ideological and historical foundations of education. This course will highlight the basic concepts and ways of thinking of the prospective teachers about schooling and its overall process. The main focus of this course is that how the philosophies of great educators in affecting the understanding of prospective teachers. This approach is supposed to cover the conventional, social and cultural paradigms with the current issues and problems of the established system of education. The foundation of education course has a practical and intellectual interest for the prospective teachers because in most of the academic institutions, the social structure of education is viewed as weak and poor. So for the better understanding of prospective teachers, this course also deals with the views of the great philosophers both Western and Eastern.

Course Objectives

This course will enable the learners to:

- Understand the major features of education
- Explain the various forms and modes of education
- Highlight the role of Western and Eastern Philosophers
- Trace the historical development of education
- Analyse the prevailing issues and problems of education

Course Content

Unit 1. Philosophy of Education

- 1.1 Meaning and definition of education.
- 1.2 Meaning and definition of philosophy.
- 1.3 Scope of Philosophy of Education.
- 1.4 Relations between education and philosophy.

Unit 2. Foundations of Education

- 2.1 Philosophical Foundation of Education.
- 2.2 Sociological Foundation of Education.
- 2.3 Psychological Foundation of Education.
- 2.4 Ideological Foundation of education.

Unit 3. Western Educators:

- 3.1 Forbel.
- 3.2 Rousseau.
- 3.3 Harbart
- 3.4 Montessori
- 3.5 John Dewey

Unit 4. Muslim Educators:

- 4.1 Imam Ghazali.
- 4.2 Ibn-e-Khaldoon.
- 4.3 Allama Iqbal.

Unit 5. Islamic Perspectives on Education

- 5.1 Emphasis on the acquisition of Knowledge in Quran and Hadith
- 5.2 Islamic concept of education
- 5.3 Prophet Muhammad's (PBUH) methods of teaching
- 5.4 Prophet Muhammad's (PBUH) as a teacher

Unit 6. Major Issues and Trends in Education.

- 6.1 Co-Education.
- 6.2 Medium of Instruction.
- 6.3 Environmental Aspect of Education.
- 6.4 Examination System.
- 6.5 The role of Guidance in Education.
- 6.6 Problems in the Implementation of Educational Policies
- 6.7 Value Education
- 6.8 Human Rights and Education

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.

Pedagogical Skills

Course Code: EDU-607

Credit Hours = 3

Course Description

Among all professions, teaching is one of the most difficult professions. The basic purpose of teacher education is to prepare effective teachers. This course will help the prospective teachers to understand what it means to be a teacher and the significance of teaching. The course is designed to provide insight to the prospective teachers in pedagogy and its difficulties that students may encounter at all levels of their professional lives. Prospective teachers will develop their basic knowledge, skills and process required to be effective teachers.

Course Objectives

After the completion of the proposed course. the students will be able to:

- Have conceptual understanding of pedagogy
- Understand the elements of effective teaching
- Explain and demonstrate the pedagogical cycle
- Know and apply different modal and style of teaching
- Explain and use appropriate questions in classroom

Course Content

Unit# 1 Introduction to pedagogy

- 1.1 Pedagogue and pedagogy
- 1.2 Conceptual understanding of teaching
- 1.3 Thinking about teaching
- 1.4 Are teacher born or made?

Unit #2 effective teacher

- 2.1 What is an effective teacher?
- 2.2 Key behaviors contributing to ET
- 2.3 Helping behavior related to ET
- 2.4 Elements of teaching effectiveness

Unit#3 The pedagogical Cycle

- 3.1 Academic learning Time
- 3.2 Clarity and Academic structure
- 3.3 Questioning, student responses and feedback
- 3.4 Lesson planning approaches

Unit #4 Models of Teaching

- 4.1 Direct model
- 4.2 Co-operative learning
- 4.3 Mastery learning
- 4.4 Problem based learning
- 4.5 The transmitter of knowledge
- 4.6 Inductive inquiry
- 4.7 Inter personal learning

Unit # 5 Questioning

- 5.1 Nature of Question
- 5.2 The purpose of Questions
- 5.3 Convergent and divergent questions
- 5.4 Wait time
- 5.5 Common problem in Using questions

SUGGESTED BOOKS / READINGS

- Adker, M. P., & Sadker, D. P. (2009). Teachers, schools and society (7th ed.). USA: Discovery Pub. House.
- Borich,G.D(1996),Effective Teaching Methods(3rd ed.).USA: Prentice Hall.
- Crowl,T.K & Podell,D.M (1997),Educational Psychology Window on Teaching. USA:Brown & Benchmark Publication
- Sadker, M. P., & Sadker, D. P. (2009). Teachers, Schools and Society (7th Ed.). USA: Discovery Pub. House.
- Sprinthall,A & Spenthall,C (1994), Educational psychology(6th ed.) USA:McGraw-Hill, Inc.
- Woolfolk,A.E(1990),Educational psychology(4th ed.) USA:Prentice Hall