

Revised as per HEC New UEP 2023



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF EDUCATION

**Curriculum B. Ed. (4 years)
2023 onwards**





**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR**

Department of Education

This Curriculum has been approved by the Syndicate in its 49th meeting, on the recommendations of the 19th meeting of Academic council and 12th meeting of Board of Faculties, and 2nd Board of Studies (by circulation)



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR
DEPARTMENT OF EDUCATION

Department Curriculum Committee

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(Assistant Professor/In charge)
2. _____
(Dr. Wilayat Bibi, Associate Professor)
3. _____
(Ms. Sana Tabassum, Lecturer)

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Dean Faculty of Sciences & Social Science,
SBBWU



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

DEPARTMENT OF EDUCATION

VISION STATEMENT OF THE DEPARTMENT OF EDUCATION

The Department envisions a world in which education positively contributes to each person's ability to reach her potential in acting for society's good.

MISSION STATEMENT OF DEPARTMENT OF EDUCATION

The Department's mission is to prepare learner-sensitive educators with the knowledge, skills, and dispositions to contribute to a better society.

Bachelor of Education, B. Ed. (4 years) Program

PROGRAM OBJECTIVES

Objectives:

1. Assessment - Students will understand and apply foundational knowledge and skill in the identification and diagnostic study of individual students in a non-biased, reliable and valid manner.
2. Intervention - Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psycho-educational program planning.
3. Consultation - Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate education Program.
4. Research and Inquiry - Students will be able to review, apply, conceptualize/design and carry out research that enhances the knowledge base and the professional practice of educational institution's psychology.
5. Ethical, Social and Professionally Responsible Practice - Students will demonstrate a comprehensive understanding of state, federal and setting-specific laws and policies; ethical and practice standards of APA and NASP; and use appropriate decision making strategies in training and professional contexts.

ELIGIBILITY CRITERIA

- Intermediate, with at least 45 % marks in aggregate
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Structure of B. ED. (4 YEARS) PROGRAM as per HEC New UEP 2023

Sr	Categories	Credit Hours
		Min – Max
1.	General Education (Gen Edu) Requirements: Mandatory Courses of General Education.	30 – 30
2.	Major (Disciplinary) Requirements: Area of Study in Which the Degree is offered	*72 ≥
3.	Interdisciplinary/Allied Requirements (To Support Horizon of the Major)	**12 ≥
4.	Field Experience/Internship (Practical Work Experience related to a Student's Field of Study or Career interest)	03 – 03
5.	Capstone Project or Capstone Research Project	03 – 06
	Total	120 – 144

*The Credit Hours for the courses of Major Disciplines may vary but not less than 72 Credit Hours.

**The Credit Hours for Interdisciplinary/Allied Courses may vary but not less than 12 Credit Hours.

➤ Total number of Credit hours	120-144
➤ Duration	4 years
➤ Semester duration	16-18 weeks
➤ Semesters	8
➤ Course Load per Semester	15-18 Cr hr
➤ Number of courses per semester	4-6 (not more than 3 lab / practical courses)

SCHEME OF STUDIES OF B. ED. (4 YEARS) PROGRAM
(SESSION 2023 & Onwards)

Semester	Category	Course Codes	Course Title	Lectures	Lab	Cr. Hrs
Semester 1	Art & Humanities	AD-305	Basic of Arts	02	0	02
	Islamic Studies/Religious Studies/Ethics	ISL-301	Islamic Studies/Religious Studies/Ethics	02	0	02
	Interdisciplinary/Allied	ZOL-301	General Science	03	0	03
	Functional English	ENG-303	Functional English	03	0	03
	Major I	EDU-301	Child Development	03	0	03
	Major II	EDU-302	General Methods of Teaching	03	0	03
			Total			16
Semester 2	Social Sciences	000	Social Science	02	0	02
	Expository Writing	ENG-304	Expository Writing	03	0	03
	Interdisciplinary/Allied	URD-401	اردو اختیاری Regional Languages	03	0	03
	Ideology and Constitution of Pakistan	PST-313	Ideology and Constitution of Pakistan	02	0	02
	Major III	EDU-303	Classroom Management	03	0	03
	Major IV	EDU-331	Methods of Teaching Islamic Studies	03	0	03
			Total			16
Semester 3	Quantitative Reasoning (QR I)	MTH-401	Quantitative Reasoning (QR I)	03	0	03
	Application of Information and Communication Technologies.	CSC-308	Application of Information and Communication Technologies	02	1	03
	Natural Science	000	Natural Science	02	1	03
	Entrepreneurship	MS-309	Entrepreneurship	02	0	02
	Major V	EDU-432	Teaching Literacy Skills	03	0	03
	Major VI*	EDU-411	Teaching Practice (Short Term)	03	0	03
			Total			17
Semester 4	Civic and Community Engagement	PSC-418	Civic and Community Engagement	02	0	02
	Quantitative Reasoning (QR II)	MTH-402	Quantitative Reasoning (QR II)	03	0	03
	Major VII	EDU-404	Classroom Assessment	03	0	03
	Major VIII	EDU-405	School, Community and Teacher	02	1	03
	Major IX	EDU-436	Teaching of English	03	0	03
	Major X	EDU-412	Teaching Practice (Short Term)	03	0	03
			Total			17

Semester 5	Interdisciplinary/Allied Course	PHY-302	Introductory Electricity and Magnetism	02	1	03
	Interdisciplinary/Allied Course	ZOL-401	Essential of Biology	03	0	03
	Major XI	EDU-506	Foundations of Education	03	0	03
	Major XII	EDU-507	Curriculum Development	03	0	03
	Major XIII	EDU-508	Educational Psychology	03	0	03
			Total			15
Semester 6	Major XIV	EDU-509	Introduction to Guidance and Counseling	03	0	03
	Major XV	EDU-521	Contemporary Issues and Trends in Education	03	0	03
	Major XVI	EDU-522	Comparative Education	03	0	03
	Major XVII	EDU-541	Education for Sustainable Development	03	0	03
	Major XVIII	EDU-542	Environmental Education	03	0	03
			Total			15
Semester 7	Internship (Mandatory)	EDU-698	Teaching Practice (Short Term)	03	0	03
	Major XIX (Elective)	EDU-613	Pedagogy –I(Elective)	03	0	03
	Major XX	EDU-691	Research Methods in Education	03	0	03
	Major XXI	EDU-625	Test Development and Evaluation	03	0	03
	Capstone Research Project	EDU-699	Capstone Research Project	03	0	03
			Total Cr.Hrs.			15
Semester 8	Major XXII (Elective)	EDU-614	Pedagogy –II (Elective)	03	0	03
	Major XXIII	EDU-624	School Management	03	0	03
	Major XXIV	EDU-616	Teaching Practice (Long Term)	06	0	06
	Capstone Research Project	EDU-699	Capstone Research Project	03	0	03
			Total Cr.Hrs.			15
Whole Program			Total Cr.Hrs.			126

DETAILS OF THE COURSES:**First Semester:**

Course Title: Basics of Arts	Course Code: AD-305
Course Structure: Lectures:1, Labs: 1	Credit Hours: 2(1,1)
Prerequisites: Nil	
Course Objective:	
Course Outline:	
The Course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: Islamic Studies	Course Code: ISL-301
Course Structure: Lectures: 2, Labs: 0	Credit Hours: 2
Prerequisites: Nil	
Course Objective:	
This course is designed to provide students with a comprehensive overview of the fundamental aspect of Islam, its beliefs practices History and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course student will have and enhanced understating of Islam’s multifaceted dimensions which will enable them to navigate complex discussions about Islam’s Historical and contemporary role fostering empathy respect and informed dialogue.	
Course Outline:	
Introduction to Islam: Definition of Islam and its core beliefs The Holy Qur’an (Introduction, Revelation and compilation, Hadith and Sunnah (Compilation Classification and Significance) Key theological concepts and themes (Tawhid , Prophet hood Akhirah etc., Seerat of Holy Prophet (S.A.W) Life and legacy of the Holy prophet (S.A.W Diverse role of the Holy Prophet (as an individual, educator, peace maker, leader etc.), Islamic History and civilization World Before Islam Rashidun Caliphate and expansion of Islamic rule, Contribution of Muslim scientists and philosophers in shaping world civilization, Islamic Jurisprudence: (Fiqh) Fundamental Sources of Islamic Jurisprudence Pillars of Islam and their significance Major Schools of Islamic Jurisprudence, Significance and principles of Ijtihad, Family and	

Society in Islam Status and rights of woman in Islamic Teachings, Marriage, Family, and gender roles in Muslim society, Family structure and values Muslim society, Islam & the Modern World.

Course Outcomes: After completing the course, the students will be able to

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices historical development spiritual values and ethical principles.
2. Describe basic source of Islamic law and their application in daily life.
3. Identify and discuss contemporary issue being faced by the Muslims world including social challenges, gender role and interfaith interactions.

Recommended Books:

1. The five Pillars of Islam: A journey thought the Divene Acts of Worship by Muhammad Mustafa Al Azami.
2. The Five Pillars of Islam: A Framework for Islamic Values and Character Building by Musharraf Hussain.
3. Towards Understanding Islam by Abul, A' la Mawdudi.
4. Islami Nazria e Hayat by Khurshid Ahmad.
5. An Introduction to Islamic theology by John Rearard.
6. Islamic Civilization Foundations Belief and Principles by Abul A la Mawdudi.
7. Women and Social Justices an Islamic Paradigm by Dr Anis Ahmad.
8. Islam its Meaning and Message “By Khushid Ahmad.

Course Title: General Science	Course Code: ZOL-301
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline:	
The Course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: Functional English	Course Code: ENG-303
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3

Prerequisites: Nil**Course Objective:**

This course will familiarize students with the essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language and usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp subtle messages and tailor their communication effectively through the application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking and everyday conversation ensuring that students are equipped for both academic and professional spheres.

Course Outline:

1. Vocabulary Building (contextual usage, synonyms, antonyms, and idiomatic expressions) **Communicative Grammar** (subject-verb agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes etc.) **Word Formation** (affixation, compounding, clipping, back formation etc.) **Sentence Structure** (simple, compound, complex and compound-complex). **Comprehension and Analysis.**
2. Understanding Purpose, audience and context a. (reading for meaning, descriptive texts versus narrative texts, argumentative texts versus persuasive texts) **3. Contextual Interpretation** (tones, biases, stereotypes, assumptions, inferences etc)
4. Reading Strategies (skimming, scanning, SQ4R, critical reading) **5. Active Listening** (overcoming listening barriers, focused listening). **Effective Communication Principles of Communication** (clarity, coherence, correctness and courteousness). **Structuring Documents** (introduction, body, conclusion and formatting). **Inclusivity in Communication** (gender-neutral language and cross-cultural communication). **Public Speaking** (Speech/presentation: extemporaneous and prepared, public announcements and overcoming stage fright) **Presentation Skills:** a. (the elements of an effective presentation, using visual displays to present key facts, figures, charts, and graphs, steps to preparing an effective presentation, one-minute presentations and evaluate presentations, **Informal Communication** (small talk and networking), **Professional Writing** (business e-mails, memos, reports, formal letters etc.)

Course Outcomes:

By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, and express effectively in spoken and written English in diverse social and cultural contexts

Recommended Books: Latest Edition of the Following Books.

1. Murphy, Raymond. Grammar in Use Intermediate Student's Book without Answers. Cambridge University Press, 2018.
2. Kaufman, Lester, and Jane Straus. The Blue Book of Grammar and Punctuation. 2021.
3. Axelrod, Rise B., and Charles R. Cooper. The St. Martin's Guide to Writing. 2016.
4. Johnson-Sheehan, Richard, and Charles Paine. Writing Today. Pearson, 2019.
5. https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English2_Sept13.pdf

Course Name: Child Development	Course Code: EDU-301
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • describe major theories and big themes in how children develop compare the characteristics of various developmental stages according to various theorists • identify factors influencing the learning process design different age appropriate teaching methods based on developmental theory • identify individual differences of students and children with special needs design different age • identify the role of teacher, schools and parents in child socialization • describe various types of learning disabilities and frame suitable learning strategies according to the need of students. 	
<p>Course Outline: Introduction to child development ,Overview of growth and development ,Holistic Concept of Child development , Models of Child Development, Early childhood development, Physical, Cognitive, social and Emotional development , Developmentally appropriate practices for Early Childhood Education, Nurturing Creativity and Imagination For Early Child Development, Role and importance of creativity and imagination in early childhood education, Techniques for nurturing creative minds, Fostering creative process, creative play, Elementary School-Age Child Development, Physical, Cognitive, Social and Emotional development, Developmentally appropriate practices for Elementary School aged children, Adolescence and Development, Physical, Cognitive, social and Emotional development, Developmentally appropriate practices for Adolescence Education, Differences in classrooms: Developmental variation and special needs, Individual Differences, Types of Individual Differences, Learning Disabilities ,Types of Learning Disabilities, Diagnosis and treatment of Learning disabilities, Teacher, family, schools, and society ,Socialization, Agents of Socialization, Parenting Styles, Role of Teacher and school in child socialization.</p>	
<p>Course Outcomes: Upon successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> • analyze and compare the key themes in child development as proposed by different theorists, highlighting both commonalities and differences. • evaluate how cultural and contextual factors may influence the characteristics of developmental 	

stages according to various theorists.

- demonstrate the ability to adapt teaching methods to address diverse learning needs and styles within different age groups.
- propose collaborative strategies for enhancing positive socialization experiences by integrating the efforts of teachers, schools, and parents

Recommended Books:

1. Neil J.Salkind (2002) ,child development ,Macmillan Reference USA.
2. C. Howes and S. Ritchie, (2002) *A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom* New York: Teachers College Press.
3. Carolyn Meggit (2006) *Child Development; an illustrated guide*, Heinemann Educational Publishers Jordan Hall, Oxford.
4. Sally Neaum (2010), *Child Development for early Childhood Studies*, Bell & Bain Ltd,Glasgow.
5. Sroufe, L. A., Cooper, R. G., DeHart, G. B., Marshall, M. E., & Bronfenbrenner, U. E. (1992). *Child development: Its nature and course*. Mcgraw-Hill Book Company.

Course Name: General Methods of Teaching	Course Code: EDU-302
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Understand personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in course. • Write argument paper that presents the pros and cons of teacher-centered and learner-centered teaching methods and states your position as a teacher • Describes records of structured, reliable classroom observations and conclusions drawn from reflection on these. • Participate in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates • Construct an elementary school lesson plan • Write reflective journal 	
<p>Course Outline: Sources of information about effective teachers, students experience as a student, students currently in school, observations in classrooms, reflections on classroom observation by yourself and with others, conversations with experienced teachers, theories about education and instruction, the relationship between teaching and learning ,sources of information about learning in school, observations in classrooms, reflections on student ,conversations with experienced teachers, theories about learning, cultural influences n teaching and learning, classrooms are busy places sources of complexity in the classroom, classroom space is crowded, work takes place in group or individually, teachers must simultaneously pay attention to a group and each individual in the group, resources are scarce: students have to share and often wait, managing complexity, learn names, interests, & learning strengths fast, establish rules and routines ,organize books and other materials for easy access, create pairs of students to help each other teacher-centered and student-centered methods distinction between lower and higher order learning, instructional activities that enable lower order learning, instructional activities that enable higher order learning, direct instruction: a method to enable lower order learning, inquiry learning: a method to enable higher order learning, different roles</p>	

for teachers and students, model lessons, template for direct instruction lessons, sample lessons, template for inquiry/problem solving lessons, sample lesson, inquiry, problem solving, project:

Course Outcomes: Upon successful completion of this course, students will be able to

- articulate their personal theories of teaching and learning, drawing on critical analysis of implicit theories formed during their own student experiences.
- demonstrate the ability to modify and elaborate their personal theories through reflections prompted by course work, incorporating key concepts and principles learned.
- articulate and defend their personal position as a teacher, supported by evidence and theoretical frameworks discussed in the course.
- draw conclusions from their observations and reflect on how these observations inform their understanding of effective teaching practices.
- integrate appropriate assessment strategies and differentiation to meet the diverse needs of elementary school students.
- maintain a reflective journal documenting their thoughts, experiences, and insights gained throughout the course.

Recommended Books:

1. Parini, J. (2005). *The art of teaching*. Oxford University Press.
2. Bain, K. (2004). *What the best college teachers do*. Harvard University Press.
3. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. Jossey-Bass.
4. Huston, T. (2009). *Teaching what you don't know*. Harvard University Press.
5. Eberle, B., & Stanish, B. (2021). *CPS for Kids: A Resource Book for Teaching Creative Problem-Solving to Children (Grades 2-8)*. Routledge.

2nd Semester Courses

Course Title: Introduction to Economics	Course Code: ECO-301
Course Structure: Lectures: 2, Labs: 0	Credit Hours: 2
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: Expository Writing	Course Code: ENG-304
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Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: اُردو اختیاری Regional Languages	Course Code: URD-401
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Description : اصناف شعری و نثری کا تاریخی، معلوماتی اور فلسفیانہ سلسلہ نظم و نثر تک پھیلا ہوا ہے۔ اس کورس کو نصاب کا حصہ بنانے کا بنیادی مقصد یہ ہے کہ طالبات کو شعری و نثری اصناف سے مختلف شعرا، ادوار اور تہذیبی مزاج وہ اقدار کو سمجھنے میں مدد ملے گی۔ نیز یہ اصناف انہیں مختلف اسالیب کے منازل اور مراحل سے واقفیت دلانے میں اہم کردار ادا کریں گے۔	
Course Objective: مقاصد : 1. طالبات میں لکھنے کا شوق پیدا کرنا 2. اصناف شعری و نثری سے طلبا کو واقفیت دلانا۔ 3. طالبات میں شعری ذوق پیدا کرنا۔ 4. طالبات کی تخلیقی صلاحیتیں اجاگر کرانا۔	
Course Outline: شعری اصناف تعارف اور تفہیم محسن کا کوروی، حفیظ تائب (ایک نعت) میر تقی میر حالات زندگی، (دو غزلیں) 1. جیتے جی کوچہ دلدار سے جایا نہ گیا 2. کئی دن سلوک و داع کا مرے درپے دل زار تھا۔ اسد اللہ خان غالب حالات زندگی، (دو غزلیں) 1. بازچہ اطفال بے دُنیا مرے آگے 2. یہ نہ تھی ہماری قسمت کہ وصال یار ہوتا خواجہ میر درد حالات زندگی، (دو غزلیں)	

1. فرصت زندگی بہت کم ہے۔
2. مجھے در سے اپنے تو ٹالے ہے، یہ بتا مجھے، تو کہاں نہیں۔

خواجہ حیدر علی آتش (دو غزلیں)

1. موت مانگوں تو رہے آرزوئے خواب مجھے
2. حسرت جلوہ دیدار لیے پھرتی ہے۔

ناصر کاظمی حالات زندگی (دو غزلیں)

1. دل دھڑکنے کا سبب یاد آیا
2. دن ڈھلا رات پھر آگئی سو رہو سو رہو

احمد فراز حالات زندگی (دو غزلیں)

1. قربتوں میں بھی جدائی کے زمانے مانگے
2. اب کے تجدید وفا کا نہیں امکان جاناں

علامہ محمد اقبال حالات زندگی (دو نظمیں) 1. شکوہ (5 بند) 2. جواب شکوہ (5 بند)

الطاف حسین حالی حالات زندگی (دو نظمیں)

1. برکھا رُت
2. نشاطِ اُمید

نظیر اکبر آبادی حالات زندگی، (دو نظمیں)

1. روٹی کی فلاسفی
2. ہنس نامہ

فیض احمد فیض حالات زندگی (دو نظمیں)

1. نثار میں تری گلیوں کے
2. آج بازار میں پابجولاں چلو

نثری اصناف تعارف و تفہیم

ڈپٹی نذیر احمد حالات زندگی، تدریس مرآة العروس، ناول مرآة العروس کا تنقیدی جائزہ

پریم چند حالات زندگی، افسانہ حج اکبر کا تنقیدی جائزہ، غلام عباس حالات زندگی، افسانہ آنندی (تدریس)

آنندی کا فنی و فکری جائزہ، اشفاق احمد حالات زندگی

تدریس ڈراما : قرآۃ العین، قرآۃ العین فنی و فکری جائزہ

نذیر احمد کی کہانی کچھ میری کچھ اُن کی زبانی، تنقیدی جائزہ، تشبیہ، استعارہ، مجاز مرسل

Course Outcomes:

Recommended Books: Latest Edition of the Following Books.

مصنف	نام کتاب/رسالہ	نمبر	مصنف	نام کتاب/رسالہ	نمبر
تدوین رشید حسن خان	فسانہ عجائب	4	سہیل بخاری (ڈاکٹر)	اردو داستان کا تحقیقی و تنقیدی مطالعہ	1
عبیدہ بیگم (ڈاکٹر)	فورٹ ولیم کالج کی ادبی خدمات	5	گیان چند (ڈاکٹر)	اردو کی نثری داستانیں	2
انور سدید	اردو ادب کی مختصر تاریخ	6	تدوین رشید حسن خان	باغ و بہار	3
رفیع الدین ہاشمی	اصناف ادب	8	ڈاکٹر سلیم اختر	اردو ادب کی مختصر ترین تاریخ	7

Course Title: Ideology and Constitution of Pakistan	Course Code: PST-313
Course Structure: Lectures: 2, Labs: 0	Credit Hours: 2
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Name: Classroom Management	Course Code: EDU-303
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective: After the completion of this course the students will be able to: <ul style="list-style-type: none"> • Define classroom management as a means to maximizing student learning. • Identify key features of a well-managed classroom. • Plan lessons, activities and assignments to maximize student learning. • Differentiate instruction according to student needs, interests and levels. • Design and practice predictable classroom routines and structures to minimize disruptions • Plan for a culture of caring and community in the classroom 	
Course Outline:	

Managing Classrooms to Maximize student learning Definition of classroom and management, Characteristics of management, features of classroom management Establishing Overall Classroom Rules and Procedures, Challenges that teachers convey in the management of a classroom, Difference between classroom discipline and management, Principles for designing the effective classroom environment, Identifying resources for learning. Using displays and visuals for enhancing the learning environment in the classroom, Physical facilities to enhance the learning environment, Seating arrangements for different kinds of learning experiences, Building the social environment, Curriculum and Classroom Management, Planning, motivation, teaching and assessing the curriculum, Differentiation of instruction, Multi-grade classrooms, Over-crowded classrooms, Routines, Schedules and Time Management in Diverse Classrooms, Structures and routines in a multi-grade context, Use of routines and structures for special needs and situation, Creating Shared Values and Community inside and outside the classroom and school, Community participation and involvement ,Typical practices of community participation, Involvement of the community in the classroom (routines and structures need to be put in place, Creating an “ethic of care Diverse classrooms as caring, democratic communities and respectful relations between teacher and students, students and students, Developing caring classroom for responsible actions and personal accountability, Management of behaviour ,Planning the Classroom Environment.

Course Outcomes: Upon successful completion of this course, students will be able to

- Define classroom management as the strategic organization and facilitation of classroom dynamics to optimize student learning outcomes.
- Identify and analyze key features of a well-managed classroom, including effective communication, positive teacher-student relationships, and a conducive learning environment.
- Plan engaging lessons, activities, and assignments that align with educational objectives and cater to diverse learning styles, ensuring maximum student participation and comprehension.
- Design, implement, and practice consistent classroom routines and structures to minimize disruptions, enhance focus, and create a stable learning environment conducive to student success.

Recommended Books:

1. Good, T.L., & Brophy, J.E. (2003). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon.
2. Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. ASCD.
3. Wong, H. K., & Wong, R. T. (2009). *The First Days of School: How to Be an Effective Teacher*. Harry K. Wong Publications.
4. Canter, L., & Canter, M. (2017). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Solution Tree.
5. Jones, V. F., & Jones, L. S. (2017). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Pearson.
6. Sprick, R. S. (2013). *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*. Pearson.
7. Charles, C. M. (2008). *Building Classroom Discipline*. Pearson.

Course Name: Methods of Teaching Islamic Studies	Course Code: EDU-331
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to</p> <ul style="list-style-type: none"> • Discuss the value and importance of Islamic studies. • Apply the suitable teaching methods in teaching of Islamic Studies. • Develop lesson plan in Islamic Studies. • Understand the role of teacher in Islam. 	
<p>Course Outline: Meaning, importance and objective of education in the light of Qur'an and Hadith, Objectives of teaching Islamic Studies in the light of educational policies. Classification of Objectives of teaching Islamic Studies, General principles of teaching, motivation and learning by doing, the relation of education and teaching with practical life. Maxims of teaching, Effective teaching and its characteristics. Identification of teaching affecting factors. Method of teaching in the light of Qur'an and Uswa-e-Husna, Discussion Method, Assignment Method, Story Method, Question & answer Method, Meaning and Objectives of lesson planning, Characteristics of lesson planning, Basic steps of teaching, Meaning, historical background, need and importance of audio-visual aids. Types and use of audio-visual aids. Importance and Functions of questions, Types and Characteristics of Questions, Surah-e-Shams, Surah-e-Qadar, Surah-e-Takasur, Surah-e-Qarigha, Surah-e-Humazah, Surah-e-Quresh, Surah-e- Al-Ma'aun. Translation and explanation of Ahadith. Masael-e-Taharat (cleanliness) and Masael-e-Ghusal and Wazoo (ablution). Tayammum. Salaat (pray), Zakat (alms giving), and Hajj (Pilgrimage), Meaning and objectives of Evaluation. Characteristics of a good testing program. Evaluation Techniques for Islamic Studies. Status and value of teacher in Islam, Personal qualities and training and educational background of teacher. The role and duties of teacher in teaching.</p>	
<p>Course Outcomes: Upon successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> • Engage in meaningful discussions about the value and importance of Islamic Studies in the context of personal faith, community development, and the broader societal framework • Demonstrate proficiency in applying suitable teaching methods and pedagogical approaches in the instruction of Islamic Studies • Gain a deep understanding of the role of a teacher in Islam, including the moral and ethical responsibilities associated with imparting Islamic knowledge. 	
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Hussain, M. Y. (2005). Teaching of Islamic Studies: Principles and Practices. Gaba Educational Books. 2. Siddiqui, M. H. (2013). Teaching of Islamic Studies. Kitab Bhavan. 3. Ghazali, A. (2003). The Role of the Teacher in the Character Development of Students. Al-Baz Publishing. 4. Hashim, R. (2007). Teaching and Learning in Islam. Pelanduk Publications. 5. Kamali, M. H. (2005). Principles of Islamic Jurisprudence. Islamic Texts Society. 	

3rd Semester Courses

Course Title: Quantitative Reasoning (QR-1)	Course Code: MTH-401
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: Application of Information and communication technologies (ICT)	Course Code: CSC-308
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Title: Introduction to Biology	Course Code: BOT-305
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline:	

The course contents will be taken from the booklet of mandatory and general courses.
Course Outcomes:
Recommended Books: Latest Edition of the Following Books.

Course Title: Introduction to Entrepreneurship	Course Code: MS-309
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills, abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business, market research, opportunity identification, business Planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation.</p>	
<p>Course Outline: Introduction to Entrepreneurship, Entrepreneurial Skills, Opportunity Recognition and Idea Generation, Opportunity identification, evaluation and exploitation, Innovative idea generation techniques for entrepreneurial ventures, Marketing and Sales, Financial Literacy, Team Building for Startups & Regulatory Requirements to Establish Enterprises in Pakistan</p>	
<p>Course Outcomes: Upon successful completion of the course participants will:</p> <ul style="list-style-type: none"> ● Have a basic understanding of the Islamic World and Muslim beliefs. ● Know the origins of the Islamic Banking and Finance. ● Appreciate the rationale behind the development of the Islamic finance industry. ● Be able to assess the nature and scope of the Islamic finance industry in relation to its conventional counterpart. ● ·Develop an appropriate level of understanding of the main principles of Islamic banking and finance. ● ·Acquire essential knowledge about the key Islamic financial contracts, as used by the industry. ● ·Know about Murabaha and Musharaka contracts, Ijara and Istisna'a financing methods,as well as Salam and Takaful insurance. ● Be familiarized with the Islamic financial infrastructure, international financial institutions, and regulatory bodies. 	

Recommended Books: Latest Edition of the Following Books.

1. Barringer, B. R., & Ireland, R. D. (2012). Entrepreneurship: Successfully Launching New Ventures. Pearson.
2. Kuratko, Donald F. (2017). Entrepreneurship: Theory, Process, Practice (ed.10). United State of America: Cengage Learning. Timmons, J. A., & Spinelli, S. (2003). New venture creation/entrepreneurship for the 21st century. Singapore City: McGraw-Hill.
3. Abrams, R. (2017). Entrepreneurship: A Real-World Approach (2nd ed., illustrated). Planning Shop.
4. Read, S., Sarasvathy, S., Dew, N., & Wiltbank, R. (2016). Effectual Entrepreneurship (2nd ed.). Routledge. <https://doi.org/10.4324/9781315684826>
5. Ries, E. (2011).The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.

Course Name: Teaching Literacy Skills	Course Code: EDU-432
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to</p> <ul style="list-style-type: none"> • 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 • Explain the reciprocal nature of reading and writing and the effects 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. 	
<p>Course Outline: Introduction to Reading and Writing, Skilled Reading and Skilled Writing, Components of Reading, Oral Language as the Foundation of Reading, The Sub-systems of Language, Learning to Read and Write in a Multilingual Context, Phases and Models of Reading and Spelling Development, Stages of Writing Development, Growing Up to Read and Write: Early Reading and Writing ,Phonological Awareness, Alphabetic Principle, Instructional Strategies for Word Recognition, Book Reading, Literacy-Rich Classroom Environment, Types of print resources to use in the early-literacy classroom ,Differentiating instruction in a print-rich classroom, Becoming Readers and Writers (Grades 1-3),Instruction Strategies for Fluency, Instructional Strategies for Vocabulary, Instructional Strategies for Comprehension Matching Texts to Students, Guided Reading, Writing as a Window into Reading</p>	
<p>Course Outcomes: Upon successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> • Develop a comprehensive understanding of reading as a holistic process, encompassing comprehension, fluency, and word recognition/solving. • Identify and analyze the phases of second language development, recognizing their implications for reading and writing instruction. • Explain the reciprocal nature of reading and writing, understanding how each influences and 	

shapes the development of the other in learners.

- Implement differentiated instruction through various classroom organizational structures and teaching strategies, addressing the diverse learning needs and styles of students.
- Identify and leverage support systems for learning to read and write, including the role of family and community in fostering literacy development.

Recommended Books:

1. Cunningham, P. M., & Allington, R. L. (2011). *Classrooms That Work: They Can All Read and Write* (6th ed.). Pearson.
2. Fountas, I. C., & Pinnell, G. S. (2017). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy (Grades 3-6)*. Heinemann.
3. Vacca, J. L., Vacca, R. T., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Pearson.
4. Harvey, S., & Goudvis, A. (2017). *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (3rd ed.). Stenhouse Publishers.
5. Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (6th ed.). Pearson.
6. Duke, N. K., & Roberts, K. L. (2018). *Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills from Birth to 5*. Scholastic.

Course Name: Teaching Practice (Short Term)	Course Code: EDU-411
Course Structure: Lectures: 0, Labs: 3	Credit Hours: 3
Prerequisites: Successful completion of Semesters 1 and 2 of the ADE/B.Ed.(Hons)	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Create unit plans demonstrating the use of effective instructional methods for diverse student needs. • Implement informal and formal assessment techniques to gauge student learning. • Identify cognitive and affective needs of students in the practicum classroom. • Establish and maintain professional relationships with peers, cooperating teachers, school staff, and university supervisors. 	
<p>Course Outline: Introduction to the school and classroom context: The classroom environment, placement of materials, arrangement of workspaces, traffic patterns; Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions; Assist the Cooperating Teacher as requested with any tasks, Small administrative tasks, Helping individual children or small groups of children, Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like, Reflect on your learning this week. Becoming more involved in the classroom: Complete school based assignments which will provide you with tools to use to learn to know more about: Your Cooperating Teacher and his/her educational philosophy; o A small group of children or an individual child. Complete</p>	

classroom observations: Small group engagement; Individual child engagement. Assist the Cooperating Teacher as requested: Work with children who need extra help; Work with a small group of children to meet with the Cooperating Teacher to discuss plans for teaching. Reflect on your learning this week. Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

Complete school based assignments: Learn about how your Cooperating Teacher manages their classroom; Learn to know more about the community (parents and other community members) involvement in the school. Complete classroom observations: Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own; Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children. Assist the Cooperating Teacher as requested: Continue with all the previous tasks in the classroom; Work with your Cooperating Teacher to co-plan a few lessons;

Take over routines such as taking children for recess, taking the register, or reading a story to the class Co-teach a few sections of classes with your Cooperating Teacher. Reflect on your learning this week, Assuming responsibility for co-planning and co-teaching many in as many classes as you can. Complete school based assignments: Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do. Complete classroom observations: Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement; Use an observation tool to learn how to keep track of student engagement by focusing on them on/off task behaviour. Assist the Cooperating Teacher as requested: Continue with all the previous tasks in the classroom; Co-teach a few lessons with your Cooperating Teacher to work with children who need extra help. Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week. Reflect on your learning this week. Assuming responsibility for planning, teaching and assessing in at least one subject.

- Complete school based assignments: Complete any school based assignments that might be outstanding; Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP. Complete classroom observations: Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement. Develop your own observation tool to collect data on how engaged children are. Assist the Cooperating Teacher as requested: Plan and teach lesson in at least ONE subject area this week. Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area. Reflect on your learning this week. Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor. Complete school based assignments: Continue to make notes about how you are meeting the NPSTP on your Note Sheet. Complete classroom observations: If you are challenged by any particular aspect of teaching this week, complete an additional observation –using the same tool –to learn more about teaching and learning. Assist the Cooperating Teacher as requested: Plan and teach lesson in at least TWO subject areas this week. Continue activities above, taking over responsibility for planning, teaching and Reflect on your learning this week. Second Classroom Placement. Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same –if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school. The Practicum Seminar. The seminar runs parallel to your

experience at school. The content of the seminar will vary with the Instructor every semester that it is offered. However, students may expect to discuss issues such as: Practical issues of teaching in learning in their field placements, Language learning, Different perspectives on how to organize and manage a classroom, Planning units of instruction, Content-specific instruction, Selecting and using assessments of learning, How to use standards for primary school teaching practice, Identifying the hidden curriculum in the classroom, Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children, Non-instructional roles of the teacher, Working with parents and community.

Course Outcomes: Upon successful completion of this course, students will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and College/University Supervisor, establishing professional relationships.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

Recommended Books:

1. Eilertsen, T. V., & Rorrison, D. (2011). *A Practicum Turn in Teacher Education*. SensePublishers.
2. Geng, G., Smith, P., Black, S., Budd, Y., & Disney, L. (2019). *Reflective practice in teaching*. Springer Nature Singapore Pte Ltd.
3. Murphy, P., Hall, K., & Soler, J. (Eds.). (2012). *Pedagogy and practice: Culture and identities*. Sage.
4. Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). *A guide to teaching practice*. Routledge.
5. Mora, J. C., & Wood, K. (Eds.). (2014). *Practical knowledge in teacher education: Approaches to teacher internship programmes*.

4th Semester Courses

Course Title: Civic & Community Engagement	Course Code: PSC-418
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	

Recommended Books: Latest Edition of the Following Books.
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Course Title: Quantitative Reasoning (QR-II)	Course Code: MTH-402
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Name: Classroom Assessment	Course Code: EDU-404
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective: After the completion of this course the students will be able to: <ul style="list-style-type: none"> • Understand the concept of testing, measurement and evaluation. • Plan and construct appropriate classroom test to evaluate students' performance • Create educational objectives and assessment in the light of Blooms Taxonomy. • Design different types of Test and its scoring. Plan and implement appropriate mode of assessment for early childhood education. 	

Course Outline:

Test, Measurement and evaluation: Test, Meaning, Characteristics and Types, Measurement: Meaning, Characteristics and Types, Evaluation and Assessment: Meaning, Characteristics and Types, Relationship among Test, Measurement, Evaluation and Assessment. Educational Testing: Steps of a psychological test, Classification of a test, Qualities of a good test: Reliability, Validity, Adequacy, Objectivity, Differentiability. Designing Learning Outcomes: Aims, Goals and Objectives, Revised Blooms Taxonomy, Cognitive domain, Affective domain, Psychomotor domain. Types of test: Essay type test, Definition, Purpose and Types, Suggestions for construction and scoring, Merits and Demerits. Objective type test: Definition, Purpose and Types, Suggestions for construction and scoring, Merits and Demerits. Test Construction, Table of Specification, Definition, Purpose, objectives and making of Specification, Item Analysis, Definition, Purpose, objectives and characteristics (Difficulty level, discrimination index, distracter power). Alternate Assessments: Portfolio Assessment, Definition, Purpose, Types and assessment, Performance Assessment, Definition, Purpose, Types and assessment, Rubric. Early Childhood Assessment: Early childhood Assessment, Need and Importance of early childhood assessment, Principles of Early childhood Assessment, Early childhood Assessment Methods.

Course Outcomes: Upon successful completion of this course, students will be able to:

- grasp the fundamental concepts of testing, measurement, and evaluation in education.
- Be proficient in planning and constructing well-organized classroom tests to assess student performance.
- create educational objectives aligned with Bloom's Taxonomy and design assessments that reflect various cognitive levels.
- develop skills in designing different types of tests and implementing appropriate scoring methods in line with assessment goals.

Recommended Books:

1. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2010). *Assessment for learning: Putting it into practice*. Berkshire, UK: Open University Press.
2. Clarke, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education.
3. McMillan, J. H. (2011). *Classroom assessment: Principles and practice for efective standards-based instruction (5th ed)*. Boston: Pearson.
4. Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). *Measurement and assessment in teaching (10th ed)*. Upper Saddle River, NJ: Pearson.
5. Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Do it right-Using it wel*. Boston: Pearson. This text has a DVD and CD.
6. Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Course Name: School, Community and Teacher	Course Code: EDU-405
Course Structure: Lectures: 2, Labs: 1	Credit Hours: 3
Prerequisites: Successful completion of Semesters 1-3	

Course Objective:

After the completion of this course the students 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 influence 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 Outline:

Society, Community and Education: Introduction and overview of the course, Introduction of society, community and education, Structures and Functions of community and schools in Pakistan, Impact of education on Society, Role of education in strengthening Pakistani communities, Review of Unit 1. Understanding Social Interaction in Schools and Communities: Meaning of Social Interaction and socialization, Levels of social interaction, Elements of social interaction: Social contacts, Communication, Social attitudes and values: Types of social Interaction, Cooperation, Competition, Conflict, Accommodation, Assimilation, Meaning/types of social Groups, Individual / group behavior, Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities, Review of Unit 2. School and Culture: Main characteristics of culture, Elementary concepts of culture, Cultural trait, Cultural complex, Cultural pattern, Cultural lag, Cultural diversity, Culture and cultural elements of Pakistani Communities Role of education and school in protection and transmission of culture, Impact of media on school and culture, Impact of technology on school and culture, Review of Unit 3. Relationships between School and Community: School as a social, cultural and Community Institution, Effects of school on communities, Effects of communities on school, School as a hub for community services, A critical analysis of effective role of school and teachers in Pakistani Communities, Review of Unit 4. Social Institutions: Definition and Types of social institutions, The family, Educational Institutions, Religious institutions, Critical analysis of the role of Social Institutions in Pakistani school, Review of Unit 5. 6: Teacher's Role in School and Community: Teacher as an integral part of community, Teacher as a change agent in, Community, School, Teacher as role models through their participation in community activities, Effects of teachers and schools on individual and group behavior, Review of Unit 6. Working Context of Pakistani Teacher, Teacher as a social activist, Teacher's leadership roles, Teacher's establishing role linkage among in stakeholders, Review of Unit 7. Practical Experience: The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor.

Course Outcomes: Upon successful completion of this course, students will be able to:

- demonstrate the ability to analyze and describe effective relationships between teachers, schools, and family's/community stakeholders, fostering a collaborative educational environment.
- identify and critically evaluate the multifaceted roles of teachers in influencing educational outcomes in schools and communities, recognizing the importance of their contribution to the broader educational landscape.
- recognize and value diverse cultural, traditional, and religious values, developing strategies to address the learning needs of a culturally diverse student population both within the school and the wider community.
- demonstrate an understanding of social factors affecting education and formulate strategies to support the development of education at both the national and community levels, contributing to the enhancement of the education system.

- Students will articulate and exemplify their role as positive role models for students, both within the school setting and the broader community, understanding the influence of their actions on shaping student values and behaviors.

Recommended Books:

1. Marshall, L & Rowland, F. (2006). A guide to learning independently, 4th ed, Pearson Longman, French Forest, NSW.
2. Kotley, S.B, (2008). The Basics of Sociology, Greenwood Press: USA.
3. Bashiruddin, A.&Retallick, J, (eds), (2009). Becoming Teacher Educators, Aga Khan University-Institute of Educational Development: Karachi
7. Fiore, D. J. (2011). School-community Relations. United States: Eye on Education.
8. Howard, T. C. (2021). The power of community-engaged teacher preparation: Voices and visions of hope and healing. Teachers College Press.

Course Name: Teaching of English	Course Code: EDU-436
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • gain a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-linguicism, the natural approach, communicative language teaching. • teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach. • design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence. • know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach. 	
<p>Course Outline: Introduction to Second Language Acquisition: Introduction to <i>Teaching English</i>, what do people need to know to speak a second language well, four influential ESL approaches, the grammar-translation method and its limitations, Behaviorism and the audio-lingual method, the natural approach, the interactionist approach, Factors affecting second-language learning, what is communicative language teaching? Receptive Skills (Listening & Reading): What are listening skills? Types of listening: Extensive and intensive listening, Appreciative and Empathetic listening, Comprehensive and Critical listening. Techniques and activities for teaching listening skills communicatively in the classroom (Stages in the listening tasks): The pre-listening stages, the while listening stage, the post listening stage. Listening problems. What is reading? What is the purpose of reading inside and outside the classroom? The role of the teacher in extensive and intensive reading. Factors affecting learning to read in a second language. Techniques for teaching reading communicatively: Pre-reading, while-reading, and post-reading Techniques. Productive Skills - Speaking and Writing: What are speaking skills? The four elements of speaking skills (Vocabulary, Grammar, Pronunciation, Fluency). Why are speaking skills important to learn? How to develop English speaking</p>	

skills with ESL students? Improving speaking skills with EAL students. Key concepts in teaching second-language writing: controlled writing, guided writing, genre-based writing, the product approach, and the process approach. Types of writing tasks that have been used effectively in communicative language teaching. Teaching Grammar Communicatively: What is a communicative approach to teaching grammar? Teaching techniques and activities to support communicative grammar learning. Teaching Vocabulary Effectively: Three Tiers of Vocabulary: Tier 1 - Basic Vocabulary, Tier 2 - High Frequency/Multiple Meaning Vocabulary, Tier 3 - Low-Frequency, Context-Specific Vocabulary. Assessing Language Performance: Some basic principles and key concepts of assessment, Types of assessment, Basic principles for assessing children's language learning, Why test learners, Conflicts between classroom learning and classroom testing and how to reduce these conflicts, Ways of marking language tests and giving feedback.

Course Outcomes: Upon successful completion of this course, students will be able to:

- Exhibit a basic understanding of second/foreign language acquisition theories and methodologies, including grammar-translation, audio-linguicism, the natural approach, and communicative language teaching.
- Apply an interactive communicative approach to effectively teach listening, reading, speaking, and writing skills to young learners.
- Develop and design teaching materials that are tailored to promote basic communicative competence among learners.

Recommended Books:

1. Aslam, M. (2008). *Teaching of English: A Practical Course for B.Ed. Students*. India: Cambridge University Press.
2. Goh, C.M. (2007) *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO-RELC.
3. Hughes, A. (2003) *Testing for Language Teachers*. Cambridge: CUP.
4. Nation, P. (2002) *Managing Vocabulary Learning*. Singapore: SEAMEO-RELC.
5. Vyas, M. A., & Patel, Y. L. (2009). *Teaching English as a second language: A new pedagogy for a new century*. PHI Learning Pvt. Ltd.
6. Richards, J.C. (2005) *Communicative Language Teaching Today*. Singapore: RELC.
7. Swan, M. (2005) *Practical English Usage*. Oxford: OUP.

Course Name: Teaching Practice (Short Term)	Course Code: EDU-412
Course Structure: Lectures: 0, Labs: 3	Credit Hours: 3
Prerequisites: Successful completion of Semesters 1 and 2 of the ADE/B.Ed.(Hons)	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Create unit plans demonstrating the use of effective instructional methods for diverse student needs. • Implement informal and formal assessment techniques to gauge student learning. • Identify cognitive and affective needs of students in the practicum classroom. • Establish and maintain professional relationships with peers, cooperating teachers, school staff, and university supervisors. 	

Course Outline:

Introduction to the school and classroom context. Complete the Student Teacher Checklist, provided in your handbook. Meeting with the cooperating teacher to discuss how he/she plans for instruction, expectations and the like. Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc. The assignments you are required to complete will depend on your current placement. See the note below. If you are completing this practicum at a different school than the one you worked in for Semester 3, you will need to complete the assignments provided in your handbook. Inventory of School Resources, Community/Co-curricular Engagement Discipline Procedures and Policies Cooperating Teacher Interview Child/Children Classroom Management. If you are at the same school as you were in Semester 3 –but working with a different teacher, you need to complete the assignments provided in your handbook. Cooperating Teacher Interview Interview a Child/Children Classroom Management Log of Daily Activities Daily Reflections (see the forms provided in your handbook) Classroom Observations which will provide you with an opportunity to learn how your teacher engages with the children using verbal behavior and how to pace a lesson. As requested by the Cooperating Teacher, working with children who need extra help and with small groups of children to carry out the teacher’s plans. Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson. Co-planning and co-teaching with the Cooperating Teacher. Working with children who need extra help. Completion of any non-observational assignments still outstanding. Completion of classroom Observations which will provide you with an opportunity to observe children’s engagement through their v interaction occur in the classroom (selective verbatim) Working with small groups of children to Co-teaching lessons with the Cooperating Teacher Finding out about assessment –what strategies does the teacher use Assuming responsibility for planning, teaching and assessing a at least one subject matter’s lesson Co-plan full lessons with the Cooperating Teacher Co-teach lessons for one subject matter each day Working with children who need extra help Classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your Semester 3 handbook to learn about other aspects of teaching and learning. Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a mid-way triad meeting. Use the Notes for Self-Assessment sheet indicating all the evidence you have collected and how this meets the NPSTP. Assuming responsibility for planning, teaching and assessing in two subjects. Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week. Co-plan and co-teach all other subjects with the Cooperating Teacher Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Assuming responsibility for planning, teaching and assessing at least three subjects. Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies). Co-plan and co-teach all other subjects with the Cooperating Teacher. Prepare for a formal observation by your Cooperating Teacher using the Formal

Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Assume additional responsibilities as agreed with the Cooperating Teacher. Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed with the Cooperating Teacher. Co-planning and co-teaching teaching all other subjects with the Cooperating Teacher. Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet. Prepare for a final triad meeting. Prepare a Professional Portfolio, addressing the NPSTP. (Use the Rubric provided in your handbook as a guide.) The Practicum Seminar. The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered. However, students may expect to discuss issues such as: Practical issues of teaching in learning in their field placements, Language learning, Different perspectives on how to organize and manage a classroom, Planning units of instruction, Content-specific instruction, Selecting and using assessments of learning, How to use standards for primary school teaching practice, Identifying the hidden curriculum in the classroom, Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children, Non-instructional roles of the teacher, Working with parents and community

Course Outcomes: Upon successful completion of this course, students will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and College/University Supervisor, establishing professional relationships.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

Recommended Books:

1. Eilertsen, T. V., & Rorrison, D. (2011). *A Practicum Turn in Teacher Education*. SensePublishers.
2. Geng, G., Smith, P., Black, S., Budd, Y., & Disney, L. (2019). *Reflective practice in teaching*. Springer Nature Singapore Pte Ltd.
3. Murphy, P., Hall, K., & Soler, J. (Eds.). (2012). *Pedagogy and practice: Culture and identities*. Sage.
4. Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). *A guide to teaching practice*. Routledge.
5. Mora, J. C., & Wood, K. (Eds.). (2014). *Practical knowledge in teacher education: Approaches to teacher internship programmes*.

5th Semester Courses

Course Title: Introductory Electricity and Magnetism	Course Code: PHY-302
Course Structure: Lectures: 2, Labs: 1	Credit Hours: 3

Prerequisites: Nil**Course Objective:**

This course covers electrostatics, electric potential, capacitors, and DC circuits. Students will understand electric charge, Coulomb's Law, and electric fields. explore potential due to point charges, capacitance, and resistances in circuits. Magnetic fields and forces will be investigated, along with alternating fields, LC oscillations, and RLC circuits.

Course Outline:

Electrostatics: Electric Charge, Conductors and Insulators, Coulomb's Law, Electric Fields due to a Point Charge and an Electric Dipole, Electric Field due to a Charge Distribution, Electric Dipole in an Electric Field, Electric Flux, Gauss' Law and its Applications in Planar, Spherical and Cylindrical Symmetry. Electric Potential: Potential due to a Point Charge and a Group of Point Charges, Potential due to an Electric Dipole, Potential due to a Charge Distribution, Relation between Electric Field and Electric Potential Energy, Equipotential Surfaces. Capacitors and Capacitance: Parallel Plate, Cylindrical and Spherical capacitors, Capacitors in Series and Parallel, Energy Stored in an Electric Field, Dielectrics and Gauss' Law. DC Circuits: Electric Current and Current Density, Ohm's Law, Resistance and Resistivity, Resistances in Series and Parallel, Power in Electric Circuits, Work, Energy, and EMF, Single and Multi-loop Circuits, Kirchhoff's Rules, RC Circuits. Magnetic Field and Magnetic Force: Crossed Electric and Magnetic Fields and their Applications, Hall Effect, Magnetic Force on a Current Carrying Wire, Torque on a Current Loop, Magnetic Dipole Moment, Magnetic Field Due to a Current, Force between two Parallel Currents, Ampere's Law, Biot Savart Law: Magnetic Field due to a Current, Long Straight Wire carrying Current, Solenoids and Toroids, A current-carrying Coil as a Magnetic Dipole, Inductance, Faraday's Law of Induction, Lenz's Law, Induction and Energy Transfers, Induced Electric Fields, Inductors and Inductances, Self- Inductance, RL Circuits, Energy Stored in a Magnetic Field, Energy Density, Mutual Induction.

Course Outcomes:

Students will master essential electromagnetism and DC circuit concepts for practical applications.

- Grasp electric charge and fields.
- Apply Coulomb's Law effectively.
- Calculate potential for charges.
- Understand equipotential surfaces.
- Differentiate capacitor types.
- Apply Gauss' Law.

Recommended Books: Latest Edition of the Following Books.

1. Walecka, J. D. (2018). Introduction to Electricity and Magnetism: World Scientific Publishing Company Pte Limited.
2. Purcell, E. M., & Morin, D. J. (2013). Electricity and magnetism: Cambridge university press.
3. Course, I. E. CHOICE BASED CREDIT SYSTEM B. SC. PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, MATHEMATICS).
4. Course, I. E. CHOICE BASED CREDIT SYSTEM B. SC. PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, MATHEMATICS).

5. Young, H. D., Freedman, R. A., & Ford, A. L. (2014). University physics with modern physics: Pearson New York.

Course Title: Essentials of Biology	Course Code: ZOL-401
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline: The course contents will be taken from the booklet of mandatory and general courses.	
Course Outcomes:	
Recommended Books: Latest Edition of the Following Books.	

Course Name: Foundation of Education	Course Code: EDU-506
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Successful completion of semesters 1-4	
Course Objective: After the completion of this course the student teachers will be able to: <ul style="list-style-type: none"> • Understand the concepts of foundations and education • the influence of the disciplines that constitute the foundations of education on educational thought and practice. • the interaction of the social, political, and economic structures of Pakistani society • how social structure and culture cause individual action • how these structures and cultures interact with the disciplines of the foundations and bear on instruction. 	
Course Outline: The Ideological (or Islamic) Foundations of Education, The Islamic Foundations (Quran, Hadith, Fiqqah, Qiyas, & Ijma), The Islamic concept of peace, The interaction of other religions with, Islam in an Islamic State, The roles and expectations of the teacher. The Philosophical Foundations of Education, Meaning and definition of education and philosophy, Functions and scope of philosophy of education, The role of educational Philosophy, Main Philosophical thoughts, Idealism in education, Realism in Education, Naturalism in Education, Pragmatism in Education, Reconstructionist in Education, Existentialism in	

Education, The Sociological Foundations of Education, The functionalist perspective on education, The conflict theory perspective on education, The interactionist perspective on education, The Psychological foundation of education. The behaviorist perspective on education, the constructivist perspective on education, the social cognitivist perspective on education, the humanist perspective on education, Instruction, learning process, and assessment strategies in the light of psychological perspective. Historical Development of Education of Pakistan, The Education System before British Invasion, The Education System after the British Invasion, Darul Uloom Deoband, Nadwat-ul-Ulma, Mohammaden Anglo Oriental College, Pakistan's education system (in the light of education policies), The State of Elementary Education, The State of Secondary Education, The State of Tertiary Education and the role of the HEC, The Influence of the 18th amendment on education.

Course Outcomes: Upon successful completion of this course, student teachers will be able to:

- differentiate between the various schools of thought that have influenced education overall and education in Pakistan in particular.
- explain the idea of education and the social and philosophical influences on it.
- evaluate the social structure of Pakistani society and the role of education in strengthening it.

Recommended Books:

1. Canestrari, A. & Marlowe, B. A. (eds.) (2009). Foundation of education: An anthology. Of critical readings. New York: Sage Publications.
2. Holt, L.C. & Kysilka, M. (2005). Instructional patterns: Strategies for maximizing student learning. New York: Sage Publication.
3. Jason. C. Robinson. (2015). Foundation of Education: A Social, Political, and Philosophical Approach.
4. Moore, R. (2005). Instructional patterns: Strategies for maximizing student learning. New York: Sage Publications.
5. Semel, S.F. (2010). Foundation of Education: The essential text. New York: Routledge

Course Name: Curriculum Development	Course Code: EDU-507
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the student teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the key concepts of curriculum, curriculum development process and curriculum models. • identify philosophical, sociological, psychological, and economic underpinnings of various curriculum models. • understand the process of curriculum development with reference to Pakistan and the agencies responsible for curriculum development at the national and provincial level. 	
<p>Course Outline: Course Introduction (Fundamentals of Curriculum): Overview of curriculum development process, Curriculum development/ Elements of Curriculum, Internal Factors Influencing the Curriculum</p>	

Development Process, External Factors Influencing the Curriculum Development Process. Foundations of Curriculum: Philosophical Foundation, Psychological Foundation, Sociological Foundation and Economical Foundation. Instructional Objectives & Taxonomies of Educational Objectives: Curriculum Aims, Goals, and Objectives, Taxonomies of Educational Objectives. Models of Curriculum Development: Rational Models, Cyclic Models, Dynamic Models. Curriculum Designing: Subject-based Curriculum Design, Learner-based Curriculum Design, Activity-based Curriculum Design. Curriculum Development Process in Pakistan: Curriculum Development Process at Elementary and Secondary Level in Pakistan, Curriculum Development (Higher Education), Curriculum Development Issues.

Course Outcomes: Upon successful completion of this course, student teachers will be able to:

- describe the key concepts of curriculum;
- explain various types of curriculum and design models;
- effectively analyze the various models of curriculum;
- apply curriculum knowledge to analysis of a unit plan developed for another course in the program.

Recommended Books:

1. Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). Curriculum Development. Manila: Lorimar Publishing Inc.
2. Sharma, R. C. (2002). Modern methods of curriculum organization. New Delhi: Manohar Book Service.
3. Wiles, J. W. & Bondi, J. C. (2011). Curriculum development: A guide to practice (8th ed.). Boston: Allyn & Bacon.
4. Wiles, J. W. & Bondi, J. C. (2011). *Curriculum development: A guide to practice* (8th ed.). Boston: Allyn & Bacon.
5. Kattington, L. E. (2010). Handbook of curriculum development. New York: Nova Science.
6. McDougall, E. M., & Bradley, S. (2017). "Curriculum Development." In *Surgeons as Educators*, Cham: Springer International Publishing.
7. Coker, J. K. & Savitri, D. (2018). "Curriculum Development." In *Preparing the Educator in Counselor Education*, 120–44. New York, NY : Routledge.

Course Name: Educational Psychology	Course Code: EDU-508
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Successful completion of semesters 1–5	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • describe different schools of thought and differentiate between psychology and educational psychology; • comprehend learning and explain different theories of learning and their application in the classroom; • categorize individual differences and explain theories of intelligence/multiple intelligences; • understand Cognitive, psychosocial and language development in early childhood. 	

Course Outline:

Basics of educational psychology: The nature of educational psychology, The scope of educational psychology, Conceptual approaches to psychology, Structuralism and functionalism, Cognitivist, Behaviorist theory, Humanistic theory, Constructivist theory, Gestalt psychology, Psychoanalysis. Cognitive, Language and Psychosocial development in Early Childhood: Piaget theory, Vygotsky Theory, Erickson life span theory, Bronfenbrenner Ecological Theory. Learning process, the definition of learning, Factors affecting learning, Theories of Learning (Classical Conditioning, Operant Conditioning, Insight Theory, and Social Learning Theory). Intelligence, Introduction, The concept of IQ, Theories of Intelligence, Gardner Multiple Intelligence, Measurement of Intelligence. Motivation: Types of Motivation, Techniques of Classroom motivation, Theories of Motivation, Maslow's need theory, Psychoanalytic theory, Kohn's motivational theory. Personality, The definition and determinants of Personality, Theories of Personality (Psychoanalytic Theory, Carl Roger, Alferd Adler). Assessment of Personality, Objective Methods, Subjective Methods, Projective Methods.

Course Outcomes: Upon successful completion of this course, students will be able to:

- develop teaching learning strategies on the basis of learning theories;
- evaluate individual differences and apply theories of intelligence/multiple intelligences in educational setting;
- critically analyze the concept and theories of motivation;
- analyze the impact of educational psychology on the processes of teaching and learning;
- use tests of intelligence and personality in educational setting.

Recommended Books:

1. Mangal, S. K. (2005). *Advanced educational psychology* (2 ed.). New Delhi: Prentice Hall of India Private Ltd.
2. Cowen, R. 2009. "Then and Now: Unit Ideas and Comparative Education." In *International Handbook of Comparative Education*, edited by R. Cowen and A. Kazamias, 1277–1294. Dordrecht: Springer.
3. Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. New York: Routledge.
4. Kelly, B. (2016). *Frameworks for practice in educational psychology* (2nd ed.). London: Jessica Kingsley Publishers.
5. Ritchhart, R., & Church, M. (2020). *The power of making thinking visible: Practices to engage and empower all learners*. New York: Jossey-Bas.
6. Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. Jossey-Bass.

6th Semester Courses

Course Name: Introduction to Guidance and Counseling	Course Code: EDU-509
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3

Prerequisites: Successful completion of semesters 1–5

Course Objective: After the completion of this course the students will be able to:

- comprehend different concepts associated with the field of guidance and counselling;
- understand trends in and perspectives on guidance and counselling in relation to the present scenario;
- identify different guidance and counselling needs;
- learn appropriate services in the educational, vocational, and social life of students;
- develop and demonstrate the attributes and qualities of a good counsellor
- develop appropriate techniques in the light of counselling theories in an educational setting
- develop mechanisms for establishing guidance and counselling services in their institutions
- implement the action plan in collaboration with internal and external stakeholders of their institutions.

Course Outline:

Introduction to Guidance and Counselling: Introduction to Guidance and Counselling, The Difference between Guidance and Counselling, The Need and Functions of Guidance and Counselling, Principles of Guidance and Counselling, Islamic and Global perspective on Guidance and Counselling, Challenges in Guidance and Counselling. Areas and Services in Guidance: Major Areas in Guidance (Educational, Career, Social, Health, Moral, Personal), Services Provided in Guidance (Pre- and admission Services, Orientation Services, Information Services, Counselling Services, Placement Services, Remedial Services, Follow-up Services. Theories and Techniques in Guidance and Counselling: Theories (Carol Roger, Alfred Adler, B.F. Skinner, Erik Erikson), Types of Guidance and Counselling (Individual, Group), Techniques of Counselling (Directive, Non-Directive, Eclectic Counselling). Skills and Qualities of a Counsellor: Personnel Involved in Guidance and Counselling, The Role and Qualities of a School Counsellor, Skills for the Counselling process, Ethical Issues. Implementation Strategies and Action Plan, Data Gathering Tools (Test, Observation, Questionnaire and Anecdotal Record, Interview, Checklist, Rating Scale), Projective Technique, developing an action plan for a school-wide guidance and counselling program, Planning orientation seminar: Administrative and teaching staff, Planning orientation seminar: Parents and other external stakeholders, Dossier.

Course Outcomes: Upon successful completion of this course, students will be able to:

- provide appropriate services in the educational, vocational, and social life of students;
- develop and demonstrate the attributes and qualities of a good counsellor;
- utilize appropriate techniques in the light of counselling theories in an educational setting;
- develop mechanisms for establishing guidance and counselling services in their institutions;
- implement the action plan in collaboration with internal and external stakeholders of their institutions.

Recommended Books:

1. Barki, B. G., & Mukhopadhyay, B. (2008). Guidance and counselling: A manual (10th reprint). New Delhi: Sterling.
2. Cormier, S., Nurius, P. S., & Osborn, C. J. (2013). Interviewing and change strategies for helpers (7th ed.). Belmont: Brooks/Cole.

3. Dimmitt, C., Carey, J. C., & Hatch, T. (2007). Evidence-based school counseling: Making a difference with data-driven practices. Thousand Oaks, CA: Corwin.
4. Geldard, K., & Geldard, D. (2008). An integrative approach: Personal counseling skills. Springfield: Charles C. Thomas.
5. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counseling and guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.
6. Henderson, D. A., & Thompson, C. L. (2011). Counseling children (8th ed.). Belmont: Brooks/Cole.
7. Kinra, A. K. (2008). Guidance and counselling. New Delhi: Dorling Kindersley.
8. Okumu, A. (2018). Introduction to Guidance and counselling. Belmont: Brooks/Cole.

Course Name: Contemporary Issues and Trends in Education	Course Code: EDU-521
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Successful completion of semesters 1–5	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Pinpoint current issues in education; • To highlight the current trends in education; • explain the role of modern technological developments in education; • develop ways to use technology in the classroom for teaching and learning; • to figure out gender issues in education; • identify indicators that affect the quality of education and recommend strategies to promote quality education throughout the country. • To know the relationship of environmental issues and trends in education; • think critically about contemporary issues like peace education, environmental, Drug and Population education. 	
<p>Course Outline: Technology and Education: Importance of technology in the curriculum, Use of technology in classroom and teaching learning, Effective use of avenues of technology for teaching and learning, The use of Information and Communication Technologies (ICTs) in the classroom, Standardized and uniform curriculum, National Single curriculum in Pakistan. Learning Styles in Early Childhood Education: Learning Styles, Understanding Basis of Learning Styles, Incorporating Learning Styles into Early Childhood Classroom. Contemporary Issues in Education: Peace Education, Drug Education, Environmental Education, Population Education, Artificial Intelligence and ChatGPT in Education. Gender Inequality in education: Views on gender development, Gender stereotyping, similarities, and Differences, Transgender Rights Declaration and Challenges, Gender Role Classification, Gender Disparity, Gender Disparity in Schools and test books, Eliminating Gender bias in Schools. Social Constructivist Approaches: Teacher and students as Joint contributors to students’ Learning (Scaffolding, Cognitive apprenticeship, Tutoring, Cooperative Learning), Social Constructivists Programs</p>	

(Fostering Community of Learners, School for Thought, A collaborative School). The Quality of Education: Quality education, Aspects of Quality Education (Quality Outcomes, Quality Learner, Quality Process, Quality Teacher), Multicultural Education, Culturally Relevant Teaching, Improving Relation among students from different ethnic group, Learner-centered Principles and Instructional strategies, Diversified curriculum.

Course Outcomes: Upon successful completion of this course, students will be able to:

- to relate the role of modern technological developments in education and develop ways to use technology
- think critically about and suggest solutions for contemporary issues like peace education, environmental, Drug and Population education.
- devise strategies to reduce gender disparity.
- implement learning styles in early childhood education..

Recommended Books:

1. Cohen, A. M., & Kisker, C. B. (2009). The shaping of American higher education: Emergence and growth of the contemporary system. New Delhi: John Wiley & Sons.
2. Buckingham, D. (2013). Media education: Literacy, learning and contemporary culture. New Delhi: John Wiley & Sons.
3. Patten, M. L. (2016). Understanding research methods: An overview of the essentials. New York: Routledge.
4. Wellington, J. (2015). Educational research: Contemporary issues and practical approaches. London: Bloomsbury Publishing.
5. Siddiqui. S. (2016) Education Policies in Pakistan: Politics, Projections, and Practices. London: Oxford Press.

Course Name: Comparative Education	Course Code: EDU-522
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Successful completion of semesters 1–5	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the history of comparative education around the world – main periods from the ancient to present day, distinguished comparatists and their most important writings, main trends • Understand the main approaches, methods, and models of comparison • Get awareness about different education systems in eastern and western countries on the following aspects: aims, management, finance, structure • Explain the current education system of Pakistan • Compare the education system of Pakistan to other countries and to show the common features, similarities and differences in the aims, management and structures. 	

Course Outline:

Introduction to Comparative Education: Definition and Concept, Aims and Objectives of comparative education, Scope of comparative education, need of comparative education in 21st century, Need of comparative education for Perspective teachers, History of comparative education. Approaches to study Comparative Education, Historical approach, Analytical approach, Descriptive approach. Determinants of National Education System: Language Factor, Cultural Factor, Geographical Factor, Political Factor, Religion Factor. Education System of Developing Countries (Pakistan, India, Bangladesh): Levels of education, Criteria for all levels, Subjects to be taught at all levels, Comparison with Pakistani education system. Education System of Asian Developed Countries (China, Japan): Levels of education, Criteria for all levels, Subjects to be taught at all levels, Comparison with Pakistani education system. Education Systems of United Kingdom, U.S.A, and Finland: Levels of education, Criteria for all levels, Review of Article, Subjects to be taught at all levels, Comparison with Pakistani education system.

Course Outcomes: Upon successful completion of this course, students will be able to:

- develop the theoretical and methodological foundations of comparative education
- understand the historical and contemporary contexts, processes, strategies and trends in the development of education around the world.
- comprehend the structure and parameters of different education systems
- highlight the current national and international concerns with education and development and the attempts to address these concerns
- apply the gained knowledge in continued academic work or for more practical purposes.

Recommended Books:

1. Carney, S. 2010. "Reading the Global: Comparative Education at the End of an Era." In *New Thinking in Comparative Education: Honoring Robert Cowen*, edited by M. Larsen, 125–142. Rotterdam: Sense Publishers.
2. Cowen, R. 2009. "Then and Now: Unit Ideas and Comparative Education." In *International Handbook of Comparative Education*, edited by R. Cowen and A. Kazamias, 1277–1294. Dordrecht: Springer.
3. Larsen, M., and J. Beech. 2014. "Spatial Theorizing in Comparative and International Education Research." *Comparative Education Review* 58 (2): 191–214. doi: 10.1086/675499
9. Silova, I., Z. Millei, and N. Piattoeva. 2017. "Interrupting the Coloniality of Knowledge Production in Comparative Education: Post socialist and Postcolonial Dialogues after the Cold War." *Comparative Education Review*.
10. Siddiqui, S (2016) *Education Policies in Pakistan: Politics, Projections, and Practices* Publisher Oxford Press.

Course Name: Education for Sustainable	Course Code: EDU-541
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
Course Objective: After the completion of this course the students will be able to: <ul style="list-style-type: none"> • understands the interconnections between environmental, social and economic issues necessary for achieving sustainable development. 	

have knowledge overview of current international policy and approaches

- recognize key challenges in the work towards a sustainable future, globally and locally
- understand interdisciplinary subject "education for sustainable development" in the various level education curricula.
- develop strategies for integrating SDGs into academic settings and the curriculum

Course Outline:

Introduction to ESD: Introduction to Education for Sustainable Development Principles of Sustainable Development, History of Education for Sustainable Development, Environment, nature and sustainable development in an educational perspective. Sustainable Development Goals, Introduction to UNESCO 17 Sustainable Development Goals (SDG), The Co-relation between Education and the SDGs, SD Goal-4- Quality Education for all. ESD & SDGs: ESD for Achieving SDG, Sustainable lifestyle, Human rights. Education for Sustainable Development (ESD) Competencies, ESD competencies in three domains (Cognitive Domain, Socio-emotional Domain, Behavioural Domain), Teacher's ESD Competency (the domain of facilitating learning, the domain of connecting, collaborating, and engaging, and the domain of continuing to learn and create). Integrating ESD, Management strategies and processes to integrate SDGs in the academic field, Methods for integrating SDGs at the curricular and extracurricular levels, Teaching Methods and Pedagogical Approaches for SDG. Sustainable Education & Global Partnership, Educational policy & curriculum, Pedagogical practices & ICT. Sustainable Cities & Communities, Sustainable health practices & social wellbeing, Inclusive education & social transformation. ESD & Social Transformation ESD for Promotion, Responsible consumption & production, Peace, non-violence & justice in the society, Gender Equality, Global citizenship

Course Outcomes: Upon successful completion of this course, students will be able to:

- Describe the core principles of sustainable development.
- Analyse the interplay between environment, nature, and sustainable development within an educational framework.
- Summarize the historical development of Education for Sustainable Development.
- Analyse the interplay between environment, nature, and sustainable development within an educational framework.
- Identify and apply ESD competencies in the cognitive, socio-emotional, and behavioral domains.
- Develop management strategies and processes for integrating SDGs in academic settings.
- Apply methods for integrating SDGs within curricular and extracurricular activities.
- Employ effective teaching methods and pedagogical approaches that align with SDGs.

Recommended Books:

1. Barth, M., & Rieckmann, M. (2016). State of the art in research on higher education for sustainable development. Routledge handbook of higher education for sustainable Development, New York: Routledge, 100-113.
2. El-Haggag, S., & Samaha, A. (2019). Roadmap for global Sustainability-Rise of the green communities (pp. 1-215). Berlin/Heidelberg, Germany: Springer International Publishing.
3. Leicht, A., Heiss, J., & Byun, W. J. (2018). Issues and trends in education for sustainable development (Vol. 5). UNESCO publishing. Digital Pedagogy for Building Peaceful & Sustainable Societies: Blue Dot Publication.

4. McKeown, R., Hopkins, C. A., Rizi, R., & Chrystalbridge, M. (2002). Education for sustainable development toolkit (p. 2002). Knoxville: Energy, Environment and Resources Center, University of Tennessee.
5. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). Global education monitoring report 2020: Inclusion and education: All means all. 92310038.
6. Wiek, A., Bernstein, M. J., Foley, R. W., Cohen, M., Forrest, N., Kuzdas, C. & Keeler, L. W. (2015). Operationalizing competencies in higher education for sustainable development. In Routledge handbook of higher education for sustainable development (pp. 241-260). Routledge.

Course Name: Environmental Education	Course Code: EDU-542
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3
Prerequisites: Nil	
<p>Course Objective: After the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of developing an environmentally literate populace • Critically examine environmental issues in Pakistan • Understand how local, regional, state, national, and international laws and regulations influence environmental decisions • Understand the importance of integrating environmental education into school curricula. 	
<p>Course Outline: Introduction to Environmental Education: Meaning, need and scope of Environmental Education, Evolution and development of Environmental Education, Objectives of Environmental Education, Significance of Environmental Education in Today's World. Conservation of Environment and Ecosystem: Ecosystems and Biodiversity, Threats to Ecosystems and Biodiversity, Conservation Strategies and Practices, Role of National and International Organizations in Conservation. Population and Environment: Population Growth and its Impact on the Environment, Population Policies and Sustainable Development, Urbanization and Environmental Challenges, Demographic Transition and Environmental Implications. Environmental Hazards and Pollution: Types of Environmental Hazards, Sources and Effects of Pollution, Mitigation and Remediation of Environmental Hazards. Environmental Management and Protection: Environmental Laws and Regulations, Sustainable Resource Management, Conservation of Natural Resources. Environmental Educational in Schools: Integrating Environmental Education into School Curricula, Teaching Methods and Resources for Environmental Education, Practical Activities and Field Trips, Assessment and Evaluation in Environmental Education. Pedagogies of Environmental Education: Experiential Learning in Environmental Education, Project-Based Learning, Outdoor Education, Interdisciplinary Approaches in Environmental Education. Environmental Technology: Introduction to Environmental Technologies, Clean Energy Technologies, Waste Management and Recycling Technologies</p>	
<p>Course Outcomes: Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Recognize the significance of Environmental Education in addressing contemporary global 	

- challenges.
- Analyze the relationship between population growth and its environmental consequences.
- Explain the role of environmental laws and regulations in safeguarding the environment.
- Formulate strategies for the conservation and responsible use of natural resources.

Recommended Books:

1. Arizpe, L., Stone, M. P., Major, D., Stone, P. (2019). Population and Environment: Rethinking The Debate. United States: Taylor & Francis.
2. Chaurasia, A. R. (2019). Population and Sustainable Development in India. Germany: Springer Nature Singapore.
3. Cupers, K. (2008). Governing through nature: camps and youth movements in interwar Germany and the United States. Cult Geogr 15(2):173–205.
4. Lee, S., Speight, J. G. (2000). Environmental technology handbook. United Kingdom: Taylor & Francis.
5. Paehlke, R. C. (2013). Conservation and Environmentalism: An Encyclopedia. (2013). United Kingdom: Taylor & Francis.
6. Reddy, G. L. (2015). Text Book on Environmental Education. India: DISCOVERY PUBLISHING HOUSE PVT Limited.
7. Vishwanath, H.N. (2006). Models of Teaching in Environmental Education. India: D.P.H. DiscoveryPublishing House.
8. White, M. (n.d.). Environmental Protection and Management. United States: Larsen & Keller education.

7th Semester Courses

Course Name: Internship (Mandatory)	Course Code: EDU-698
Course Structure: Lectures: , Labs: 3	Credit Hours: 3
Prerequisites: Nil	
Course Objective:	
Course Outline:	
Course Outcomes:	
Recommended Books:	

Course Name: Pedagogy-I (Elective)	Course Code: EDU-613
Course Structure: Lectures: 3, Labs: 0	Credit Hours: 3

Prerequisites: Nil

Course Objective: After the completion of this course the students will be able to:

- attain a better understanding of mathematical ideas
- revisit beliefs, ideas, and perceptions about teaching and learning mathematics
- acquire the skills and competencies required for teaching mathematics at elementary level

Course Outline:

The Nature, Nurture, and Scope of Mathematics: Transmission versus construction of mathematical knowledge, Instrumental versus relational understanding, Discussion on the National Curriculum of Mathematics. Teacher Beliefs, Perceptions, and Attitudes Towards Mathematics and its Teaching and Learning: Challenging teachers' beliefs and perceptions, Conceptual learning, Contextual learning. Exploring Mathematical Processes Through a Review of Classroom-Based Research: Review of classroom-based research studies conducted in the Western as well as the local context to identify best practices, Analysis of the research studies to explore how to teach mathematical content to students, using a variety of teaching techniques and methods, Implications for Student Teachers. Planning for teaching: Assessment for learning and assessment of learning, designing mathematical tasks and an assessment of mathematical content to facilitate students' learning, Unit planning, with detailed lesson planning, Classroom management (behaviour, time, and resources) and ways to handle students' responses, Integration of ICTs.

Course Outcomes: Upon successful completion of this course, students will be able to:

- effectively apply the various methods, techniques, and strategies of teaching mathematics
- appreciate mathematical processes and discover the power of mathematical thinking
- appreciate learning by doing rather than instrumental learning
- develop a positive attitude towards teaching and learning mathematics
- design a unit plan for teaching and managing a classroom effectively
- design assessments for/of/as learning to facilitate students' learning
- use ICT in teaching and learning mathematics.

Recommended Books:

11. Amirali, M. (2010). Students' conceptions of the nature of mathematics and attitudes towards mathematics learning. *Journal of Research and Reflections in Education*, 4(1), 27–41.
12. Anthony, G., &Walshaw, M. (2009). *Effective pedagogy in mathematics*. International Bureau of Education:
13. Berwick, K. (2005). Pre-service teachers' understandings of relational and instrumental understanding. In H. L. Chick & J. L. Vincent (Eds.), *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, 2, 161–168.
14. Kinach, B. M. (2002). A cognitive strategy for developing pedagogical content knowledge in the secondary Mathematics Methods course: Toward a model of effective practice. *Teaching and Teacher Education*, 18, 51–71.
15. Thwaites, A. (2008). *100 ideas of teaching primary mathematics*. London: Continuum International Publishing.

Course Name: Research Methods in Education	Course Code: EDU-691
Course Structure: Lectures: 3, Lab:0	Credit Hours: 3
Prerequisite: Successful completion of semesters 1–6	
<p>Course Objective: After the completion of this course student's teachers will be able to:</p> <ul style="list-style-type: none"> • Develop understanding of educational research. • Understand the importance of educational research in teaching learning environment. • Recognize problems arising in the classroom or school. • Finding solutions to problems in teaching profession. • Understanding of action research and practicing it to conduct in a school setting. • Connect with sources of information and networks of professional support. 	
<p>Course Outline: Introduction: Introduction to research and educational research, Characteristics of research, The importance of and need for research, Research process, Types of research methods, Different Designs of Research: Quantitative Design, Qualitative Design, Mixed-Methods Design, Types of Educational Research: Descriptive Research, Experimental Research, Historical Research, Action Research, Selection of research problem: Sources of Research Problem, Evaluating the Research Problem, Refining the Research Problem, Research Objectives, Research Questions, Research Hypothesis/Hypotheses, Literature Review: Concept and meaning of literature review, Information Sources: Primary sources, Secondary sources, Research methodology: Population and sampling, Data collection tools, Questionnaire, Interview, Observation, Data collection procedure, Report Writing and References: Proposal Writing, Report Writing, Different References Styles.</p>	
<p>Course Outcomes: After the completion of this course, student teachers will be able to:</p> <ul style="list-style-type: none"> • Define what research is and identify different types of research. • Describe the importance of action research for improvement in classroom practices. • Review literature for research purposes. • Identify data collection tools. • Explain data analysis procedures. • Prepare a research proposal. 	
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1) Best, J. W., & Kahn, J. V. (2008). <i>Research in Education (10th ed.)</i>. New Delhi: Pearson Publications. 2) Flick, U. (2014). <i>An Introduction to Qualitative Research (5th ed.)</i>. London: Publications Ltd. SAGE. 3) E Book Educational Research L R Gay Pearson 2012. 4) DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences. 5) Book, E. (2014). <i>Methods of research</i>. 6) Martens, D. M. (2015). <i>Research and Evaluation in Education and Psychology</i>. 4th Edn. Los Angeles: Sage 	

Course Name: Test Development and Evaluation	Course Code: EDU-624
Course Structure: Lectures: 3, Lab:0	Credit Hours: 3
Prerequisite: Successful completion of the Classroom Assessment course.	
<p>Course Objective: By the end of the course, student teachers will be able to:</p> <ul style="list-style-type: none"> • understand the key concepts, methods, and paradigms of test development and evaluation. • apply the key concepts, methods and paradigms of test development and evaluation, • develop, assemble, administer, score, and analyze appropriate tests to interpret and provide feedback on students' progress. • provide balanced assessment aligned with standards and outcomes to improve the teaching-learning process. • apply peer evaluation and self-evaluation tools and techniques (e.g., portfolio assessment, expert evaluation) for feedback purposes. • identify emerging trends in test development and evaluation for future implementation. 	
<p>Course Outline: Overview of the meaning of test, testing, measurement, assessment and evaluation, Test development process. Common issues in test development (e.g., language of test, readability, feedback), Performance assessment of students, Development assessment tools (e.g., rubrics, rating scale, checklists), Test administration, Item analysis. Relationship between formative and summative assessment, Test validity, Test reliability, Types of reliability. Elementary statistics, Effective grading in the classroom, establishing criteria and standards for grading, interpreting test scores, reporting assessment results to students, teachers, parents, and school administration, Problems in grading and reporting, Norm-referenced and criterion-referenced tests, Linking curriculum with test development. Communicating and sharing standards (National Professional Standards for Teachers and National Curriculum 2006), Effect of teacher expectations on student achievement, Student progress, Decision-making for instructional purposes, School effectiveness and classroom improvement. Measuring student growth. Self-assessment, peer assessment, and reducing the burden on teachers, International and national assessment agencies – NEAS, AKU-EB, and Federal Board of Intermediate and Secondary Education (FBISE).</p>	
<p>Course Outcomes: By the completion of course, student teachers will be able to:</p> <ul style="list-style-type: none"> • Define and describe test development and evaluation • Explain different kinds of test development and evaluation with examples • Discuss the importance of tests development and evaluation in students' progress • Explain the different types of tests development and evaluation used in schools for evaluating the students' progress • Realize importance of test development and evaluation for instruction feedback and linking curriculum with test development 	
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Lane, S., Raymond, M. R., & Haladyna, T. M. (Eds.). (2015). <i>Handbook of test development</i>. Routledge. 2. Cohen, A. S., & Wollack, J. A. (2015). Handbook on test development: Helpful tips for creating reliable and valid classroom tests. <i>University of Wisconsin-Madison: Madison, WI, USA</i>. 3. Linn, R. (2011). The standards for educational and psychological testing: Guidance in test development. In <i>Handbook of Test Development</i>. Routledge. 4. Wollack, J. A., & Fremer, J. J. (Eds.). (2013). <i>Handbook of test security</i>. Routledge. 	

5. Lane, S., Raymond, N. R., Haladyna, T.M., & Drowning, S.M. (2015). Test Development process. In handbook of test development.

Course Name: Capstone Research Project	Course Code: EDU-699
Course Structure: Lectures: , Lab:	Credit Hours: 3
Prerequisite:	
Course Objective:	
Course Outlines:	
Course Outcomes:	
Recommended Books:	

7th Semester Courses

Course Name: Pedagogy-II (Elective)	Course Code: EDU-614
Course Structure: Lectures: 3, Lab:0	Credit Hours: 3
Prerequisite: Science I (Semester 1)	
Course Objective:	
Course Outline: The Constructivist Approach to Teaching the Concept of Heredity, Social Constructivism and its implication for teaching science, Cell components, Cell division, Basis of hereditary (chromosomes, DNA, and genes in plant and animal). Biotechnology, General applications of biotechnology (agriculture, environment, health, food production and preservation), Ethical issues involved in biotechnology, Laboratory work in the science classroom, Physical quantities (length, volume, mass, time), System International (SI) units (meter, liter, kilogram, second), Instruments for measurement (meter rule, measuring cylinder, flasks, pipettes), Accuracy and precision in measurements, Laboratory work: Planning, precautions, and safety measures. Teaching Heat and Light Through the Inquiry Approach: Thermal expansion and contraction (solids, liquids, and gases), Effects of heat (explanation at macro and micro levels), Factors affecting the contraction and expansion process, Nature of light, Reflection and refraction, Types and uses of lenses, The Concept of Electric Current, Static vs. moving charges: Production of electricity, Circuits, Conductors and Insulators, Power sources, Science, Technology, Society, and Environment (STSE): A new approach to teaching science, Science, Technology, Society, and Environment (STSE), Benefits and challenges related to STSE based teaching of science, Effects of human activity on the environment, Saving the Earth (project), Healthy life: Growth and development, Factors affecting growth and development of balanced diet.	
Course Outcomes: By the completion of the course, Student Teachers will be able to: <ul style="list-style-type: none"> • Discuss the concepts related to life science, physical science, and Earth and space science. • Apply these understandings to interpret, integrate, and extend their knowledge • Discuss important features differentiating the traditional science classroom and the interactive science classroom. • Describe and discuss the nature of science and technology • Explain the relationships between science and technology and between the social and 	

<p>environmental contexts of science and technology</p> <ul style="list-style-type: none"> • Develop and use the related skills and conceptual knowledge necessary for making connections between scientific, technological, social, and environmental issues • Apply the aspects of environmental education in their personal and social lives. • Exhibit the skills required for scientific and technological inquiry • Use these skills for solving problems as well as communicating scientific ideas and results • Work collaboratively • Make informed decisions in their personal and social lives • Use a variety of teaching skills while planning and conducting science lessons. • Use their understanding to support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment • Develop an interest in and motivation toward science education and related careers.
<p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Chiappetta, E. L., & Koballa, T. R. (2010). Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills (7th ed.) Boston: Allyn & Bacon. 2. Robert, E. Slavin., (2016). Science, Technology, and Mathematics (STEM) 3. Uddin, J. & Agarwal. (2019). Pedagogy of Science Teaching (Physical Science). Aaheil Publisher. 4. William, P. J. & Barlex, D. (2020). Pedagogy for Technology Education in Secondary Schools: Research Informed Perspectives for Classroom Teachers: <i>Contemporary Issues in Technology Education</i>. Springer International Publishing. 5. Mukherjee, R. (2014). Science Pedagogy of Science Teaching Life Science 2nd Semester. Rita Publications.

Course Name: School Management	Course Code: EDU-624
Course Structure: Lectures: 3, Lab:0	Credit Hours: 3
Prerequisite: Successful Completion of 7 th Semester	
<p>Course Objective:</p> <ul style="list-style-type: none"> • perform managerial functions to effectively manage primary schools. • explore and analyze relationship patterns at the school level. • utilize effective techniques in developing and maintaining positive relationships within their schools. • conceptualize their leadership role in building a learning organization. • take an active role in transforming their school into a learning organization. 	
<p>Course Outline: Introduction to School Management: Introduction to the course: Conceptualizing school management and its principles and dynamics, The structure of school management, Management skills and their implications at different levels of the management hierarchy, The Operations of School Management: The functions of management: Planning, Basic concepts of planning, Planning for school management, Planning and preparing a year calendar, Preparing a timetable and day-to-day activities schedulers, Organizing: The value of organizing for schools, The teacher's role in planning and organizing different curricular and co-curricular activities, Planning and organizing health, safety, and other co-curricular activities, The head teacher's role in managing day-to-day activities: Arranging classes, Staffing arrangement, Material provision. The operations of school management: Leadership</p>	

qualities: Challenges in school management processes faced by contemporary educational leaders in Pakistan. The process of controlling: Avoiding overspending and under spending human, physical, and financial resources. Evaluation and feedback: Record-keeping in school: Academic records (attendance, student registration and progress, library, laboratory, etc.), Material records (furniture, equipment, etc.), Financial records (budget, purchases, fee collection, salaries, etc.), School and Human Relationships: Introduction: Stakeholders and relationship, Inter- and intra-school relationships, Principles and dynamics of school relationships, The head teacher and teachers, The head teacher and students, The head teacher and support staff Teachers and students, Teachers and teachers, teachers and support staff, Students and support staff, Students and students, Cooperation between the school and parents, Leadership in a Learning Organization: Building a learning organization, Empowering leaders: Becoming a learning organization, leadership styles, Organizational leadership: Leading a learning organization, Charismatic and transformational leadership, Team leadership: The leader as a teacher: Shaping the shared vision of a learning Organization, Communication, coaching, and conflict management skills, Team leadership and self-managed teams.

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

- perform managerial functions to effectively manage primary schools.
- explore and analyze relationship patterns at the school level.
- utilize effective techniques in developing and maintaining positive relationships within their schools.
- conceptualize their leadership role in building a learning organization.
- take an active role in transforming their school into a learning organization.

Recommended books.

1. Beasy, K., Kriewaldt, J., Trevethan, H., Morgan, A., & Cowie, B. (2020). Multiperspectivism as a threshold concept in understanding diversity and inclusion for future teachers. *The Australian educational researcher*, 47, 893-909.
2. Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson.
3. Epstein, J. (2011). *School, family, and community partnerships, preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press.
4. Lopez A (2016) *Culturally Responsive and Socially Just Leadership in Diverse Contexts*. New York: Palgrave.
5. Shapiro, J. P. & Stefkovich, J. A. (2016). *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas* New York, NY: Routledge.

Course Name: Teaching Practice (Long Term)	Course Code: EDU-616
Course Structure: Lectures: 0, Lab:6	Credit Hours: 6
Prerequisite: Completion of 8th Semester	
Course Objective: At the end of the course the students will be able to: <ul style="list-style-type: none"> • Prepare lesson plan on prescribed format. • Design instructional activities effectively. • Prepare and use Audio-Visual aids appropriately. • Create conducive environment for learning. 	
Course Outline: Same as 3, 4 and 7 Semesters. Teaching Practice (Long Term): Short Term: (Marks merge with the respective subject's internal assessment marks), Supervisor I, Supervisor II, Final Lesson: Internal Examiner (Principal of School, Lesson I, Marks 10, Lesson II, Marks 10), External Examiner (Expert Appointed by University, Lesson I, Marks 20, Lesson II, Marks 20). Long Term (Full Month): Lesson I All course teachers will act as supervisors and will evaluate every student in two lessons out of 20 marks for each lesson.	
Course Outcomes: After completion of the course Student Teachers will be able to: <ul style="list-style-type: none"> • Make lesson plan according to any format. • Decide and arrange activities according to the subject taught. • Choose Audio-Visual Aids according to lesson plan. • Provide conducive environment for effective learning. 	
Recommended Books: <ol style="list-style-type: none"> 1. Wong, K. M. B., Yuen, W. K. G., & Chak, A. (2010). Teaching development grants final and financial report: A review of "A practical guide for BEd (ECE)(full-time) field experience." 2. Choonara, Y. (2017). <i>The BEd science programme and how it prepares student teachers to teach practical work in schools during teaching experience</i> (Doctoral dissertation). 3. Khan, T. A., Shah, E. D. A. U., & CUSIT, P. Role of Regional Campus Attock, Allama Iqbal Open University in imparting teacher education through BEd/MEd workshops: A Survey based investigation. 4. Alud, G., Charles, C., Dyer, J., Levy, G., & Marshall, A. (2013). Knowledge making by pre-service teachers on a professional placement experience in a remote Australian Indigenous Community. 	

Course Name: Capstone Research Project	Course Code: EDU-699
Course Structure: Lectures: 3, Lab:0	Credit Hours: 3
Prerequisite:	
Course Objective:	
Course Outline:	
Course Outcomes:	
Recommended Books:	