UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Academic Council made in its 23rd (4/2024) meeting held on 05.12.2024, the Syndicate in its 69th (1/2025) meeting held on 17.01.2025 approved the revised curriculum of B.Ed. (Hons.) Elementary (5th Semester Intake) program for implementation w.e.f Spring Semester 2024 (Annex-'A').

(WAQAR AHMAD)
Additional Registrar (General)

No. SU/Acad/25/296

Dated: 28.02.2025

Distribution:

- Director, Institute of Education
- Controller of Examinations
- Director Academics

C.C:

- Dean, Faculty of Social Sciences
- Director, QEC
- Additional Registrar (Affiliation & Registration)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

CamScanner

Bachelor in Education (Hons)
Elementary-5th Semester Intake
Scheme of Studies
and
Course Outlines

2024

Institute Of Education
University Of Sargodha

Vision

To be a leading institution in preparing innovative, reflective educators who are equipped with the knowledge, skills, and dispositions to empower learners and inspire a lifelong love of learning, catalyzing positive change in education.

Mission

To prepare highly qualified educators who are critical thinkers, reflective practitioners, and lifelong learners, equipped with the knowledge and skills to create inclusive and equitable learning environments that meet the diverse needs of all learners.

UNIVERSITY OF SARGODHA

INSTITUTE OF EDUCATION

Bachelor in Education (Hons) Elementary-5th Semester Intake

Goals of the Program

1. Develop committed, affectionate, and skilled teachers with high morale and abilities to prepare the young generation to face a complex technological age.
2. Train prospective teachers to research to articulate their teaching and contribute to the field of education with entrepreneurship and able to make liaison with other institutions.
3. Enable prospective teachers to design, and implement effective teaching and assessments that align with national and international standards.
4. Provide prospective teachers with a solid foundation in advanced teaching methodologies, such as inquiry-based learning, problem-based learning, and differentiated instruction, to set them up for success.
5. Prepare prospective teachers to integrate technology competently into their teaching to enhance students' engagement in the learning process.
6. Equip prospective teachers with the knowledge, skills, and disposition to create interactive and inclusive learning environments to meet the needs of all learners practicing social justice. Equity, ethical principles and cultural demands.

Objectives of the Program

This teacher training program seeks to inspire and empower educators who are passionate about teaching, learning, and making a difference in the lives of their students, and who are equipped to meet the evolving needs of diverse learners in an ever-changing education sector.

Objectives of this Program are to:

i. Equip prospective teachers with the pedagogical knowledge and skills necessary to excel, covering essential topics such as pedagogy, learning theories, instructional strategies, classroom management, and assessment methods
ii. Strengthen prospective teachers' command of subject matter by augmenting their knowledge and understanding of the relevant curriculum.
iii. Develop prospective teachers' reflective practice skills, enabling them to critically examine their teaching strategies, assess student learning outcomes, and make data-driven improvements.
iv. Enable prospective teachers to create a productive and inclusive learning environment, leveraging effective classroom management strategies, clear communication, and targeted discipline approaches to promote student engagement and success.

v. Develop prospective teachers' technological proficiency, equipping them with the essential digital skills and knowledge of educational technologies to enhance student learning.
vi. Prepare future teachers for the professional responsibilities of teaching, including understanding educational policies, ethics, and legal considerations
vii. Empower prospective teachers to become agents of change, promoting social justice, equity, and diversity in education.
viii. Empower students to become tolerant, peaceful, and compassionate individuals by providing a comprehensive values-based education that incorporates literature, activities, and media.
ix. Enable students to develop practical solutions to local educational and social problems, fostering a sense of ownership and responsibility within their communities.
x. Prepare prospective teachers to address the complexities of the 21st century by exploring national and global issues, challenges, and trends that impact teaching, learning, and community engagement.

CURRICULUM

Bachelor in Education (Hons) Elementary-5th Semester Intake
w.e.f. Spring 2024

1. Program Learning Objectives:

This teacher training program aims to prepare well-rounded, skilled, and culturally responsive educators who can meet the diverse needs of students, facilitate meaningful learning experiences, and contribute positively to the field of education. Major Objectives of the program are to develop Pedagogical Knowledge and Skills in aspiring teachers with a strong foundation in pedagogy, theories of learning, instructional strategies, classroom management techniques, assessment methods and enhance technological proficiency with the necessary digital literacy skills

2. Program Structure and Eligibility Requirements:

<table>
<tr><td>For Candidates having Associate Degree or equivalent in same field</td><td>Eligibility: At least 45% marks in graduation or ADA or equivalent qualification.</td></tr>
<tr><td>For Candidates where disciplines of Associate Degree or equivalent and Undergraduate program are different (BS & Equivalent, Non-relevant)</td><td>Eligibility: At least 45% marks in graduation or ADA or equivalent qualification.

Note: In addition to above, the students shall complete/Pass five deficiency courses (15-Credit) spread over first 3-semesters. However, the credit hours of deficiency courses will not be included in GPA calculation</td></tr>
<tr><td>Degree Completion Requirements:</td><td>Duration: 2 years or 4 Semesters
Duration of each semester 16-18 weeks
Course load per semester: 15-21 Credit Hours
Number of Courses per semester: 6-7 (not more than 3lab/ practical courses)
Credit Hours Distribution:

<table>
<tr><th>Nature of Area/ Subject</th><th>Courses</th><th>CR</th></tr>
<tr><td>Deficiency Courses</td><td>5</td><td>15</td></tr>
<tr><td>Majors (including Teaching Practice)</td><td>10</td><td>33</td></tr>
<tr><td>Inter-Disciplinary Courses</td><td>4</td><td>12</td></tr>
<tr><td>Minors</td><td>4</td><td>12</td></tr>
<tr><td>Holy Quran Translation (III - IV)</td><td>2</td><td>NC</td></tr>
<tr><td>Internship</td><td>1</td><td>3</td></tr>
<tr><td>Thesis/Capstone Project</td><td>1</td><td>3</td></tr>
<tr><td>Total Credit Hours</td><td>27</td><td>78</td></tr>
</table>
</td></tr>
</table>

3. **Major Courses:**

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	EDUC-6201	Research Methods in Education	3(3-0)	*Nil*
2.	EDUC-6202	Test Development and Standardization	3(3-0)	*Nil*
3.	EDUC-6204	Classroom Management	3(3-0)	*Nil*
4.	EDUC-6205	Digital Pedagogy and Educational Technology	3(3-0)	*Nil*
5.	EDUC-6207	Instructional Supervision and Leadership	3(3-0)	*Nil*
6.	EDUC-6208	Organizational Behaviour	3(3-0)	*Nil*
7.	EDUC-6209	Contemporary Issues & Trends in Education	3(3-0)	*Nil*
8.	EDUC-6210	Art, Craft and Calligraphy	3(3-0)	*Nil*
9.	EDUC-6213	Teaching Practice-I	3(0-3)	*Nil*
10.	EDUC-6214	Teaching Practice-II	6(0-6)	*Nil*
Major Courses Credit Hours Total			**33**	

4. **Interdisciplinary/Allied courses: (Minimum 12 credit hours)**

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	URCS-5108	Introduction to Statistics	3(3-0)	Nil
2.	EDUC-6231	Food and Nutrition	3(3-0)	Nil
3.	EDUC-6232	Regional Culture and Literature	3(3-0)	Nil
4.	PSYC-5101	Introduction to Psychology	3(3-0)	Nil
5.	ULAW-5130	Introduction to Basic Laws	3(3-0)	Nil
6.	URDU- 5101	Functional Urdu	3(3-0)	Nil
7.	SOWK-6135	School Social Work	3(3-0)	Nil
8.	PUNJ-5111	Introduction to Punjabi Literature	3(3-0)	Nil
Interdisciplinary Courses Credit Hours Total			**12**	

5. **Field experience/internship: (Minimum 3 credit hours)**

1.	EDUC-6212	Internship	3(0-3)	Nil

6. **Capstone project: (Minimum 03 credit hours)**
This project, after the second semester, requires faculty supervision and evaluation following department guidelines

1.	EDUC-6211	Thesis/Capstone Project	3(3-0)	Nil

7. Minor Areas Subjects (Student must select Minimum One Minor Area)

Minor area is to be offered in semester 5-8, comprising of minimum 12 credit hours

Sr. No.	Minor	Course Code	Course Title	Credit Hours	Prerequisite
1.1	Minor 1	EDUC-6216	General Science	3(3-0)	*Nil*
1.2		EDUC-6217	Mathematics	3(3-0)	*Nil*
1.3		EDUC-6218	Teaching of General Science	3(3-0)	EDUC-6216
1.4		EDUC-6219	Teaching of Mathematics	3(3-0)	EDUC-6217
2.1	Minor 2	EDUC-6220	Urdu Content	3(3-0)	*Nil*
2.2		EDUC-6221	English Content	3(3-0)	*Nil*
2.3		EDUC-6222	Teaching of Urdu	3(3-0)	EDUC-6220
2.4		EDUC-6223	Teaching of English Language and Grammar	3(3-0)	EDUC-6221
3.1	Minor 3	EDUC-6224	Social Studies: History and Geography	3(3-0)	*Nil*
3.2		EDUC-6225	Islamic Studies: Content	3(3-0)	*Nil*
3.3		EDUC-6226	Teaching of Social Studies; History and Geography	3(3-0)	EDUC-6224
3.4		EDUC-6227	Teaching of Islamic Studies	3(3-0)	EDUC-6225
	Minor Courses Credit Hours Total			**12**	

Scheme of Studies

Bridging Semester*:*

(Deficiency courses for the graduates of subjects other than Education)

Course Code	Course Title	Credit Hours	To be offered in Semester
EDUC-5202	Education in Pakistan	3(3-0)	1st
EDUC-5206	Curriculum Development	3(3-0)	2nd
EDUC-5207	Educational Psychology	3(3-0)	2nd
EDUC-5209	Classroom Assessment	3(3-0)	3rd
EDUC-5211	Educational Planning and Management	3(3-0)	3rd

Total Credit Hours:15

Semester-1:

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-1	EDUC-6201	Research Methods in Education	3(3-0)	Nil
Major-2	EDUC-6202	Test Development and Standardization	3(3-0)	Nil
Minor-1	EDUC-62XX	To be selected from list of Courses	3(3-0)	Nil
Minor-2	EDUC-62XX	To be selected from list of Courses	3(3-0)	Nil
Int.Discip-1	XXXX-XXXX	To be selected from list of Courses	3(3-0)	Nil

Semester Total Credit Hours: 15-18

Semester-II:

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-3	EDUC-6204	Classroom Management	3(3-0)	Nil
Major-4	EDUC-6205	Digital Pedagogy and Educational Technology	3(3-0)	Nil
Minor-3	EDUC-62XX	To be selected from list of Courses	3(3-0)	Minor 1
Minor-4	EDUC-62XX	To be selected from list of Courses	3(3-0)	Minor 2
GE-8	URCG-5111	Translation of Holy Quran-III	NC	Nil
Int-Discip-2	XXXX-XXXX	To be selected from list of Courses	3(3-0)	Nil

Semester Total Credit Hours: 15-21

Semester-III:

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Capstone	EDUC-6211	Thesis/ Capstone Project	3(3-0)	Nil
Internship	EDUC-6212	Internship	3(0-3)	Nil
Major -9	EDUC-6213	Teaching Practice – I	3(0-3)	Nil
Major -10	EDUC-6214	Teaching Practice – II	6(0-6)	Nil

Semester Total Credit Hours: 15-21

Semester-IV:

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-5	EDUC-6207	Instructional Supervision and Leadership	3(3-0)	Nil
Major-6	EDUC-6208	Organizational Behaviour	3(3-0)	Nil
Major-7	EDUC-6209	Contemporary Issues & Trends in Education	3(3-0)	Nil
Major-8	EDUC-6210	Art, Craft and Calligraphy	3(3-0)	Nil
GE-8	URCG-5111	Translation of Holy Quran-IV	NC	Nil
Int-Discip-3	XXXX-XXXX	To be selected from list of Courses	3(3-0)	Nil
Int-Discip-4	XXXX-XXXX	To be selected from list of Courses	3(3-0)	Nil

Semester Total Credit Hours: 18

Degree Program Total: 63-78

Course Outlines

Bridging Semester*: (Deficiency Curses for students of Non-relevant related Fields other than Education)*

EDUC-5202 Education in Pakistan 3(3-0)

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education i.e. pre -primary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied with reference to formal, non-formal and informal modes of education. Teacher educator will ensure that different components of education like management, leadership etc. and major issues and challenges in education sector are also taken into consideration. The basic objectives of the course are to understand schooling structure at different levels in Pakistan, to decipher the nature and purpose of education in the pre and post-independence period and delineate the historic roots and subsequent development of pre service teacher education in Pakistan. Moreover, this subject will develop awareness among prospective teachers about statistical facts regarding education in Pakistan.

Learning Outcomes:

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

- Understand schooling structure at different levels in Pakistan
- Explain the important features of foundation of education
- Decipher the nature and purpose of education in the pre and post-independence period
- Delineate the historic roots and subsequent development of pre-service teacher education in Pakistan
- Evaluate education in Pakistan in the light of current educational policy
- Critically analyze educational development at different levels of education i.e. pre-primary education, primary education, and secondary education.
- Evaluate the issues and challenges in higher education.

Course Outline

1. **Structure of Education in Pakistan**
   - 1.1. Preschool education
   - 1.2. Elementary education
   - 1.3. Secondary education
   - 1.4. Higher Secondary Education
   - 1.5. Tertiary education
   - 1.6. Religious education
   - 1.7. Technical and vocational education
2. **Administration of Education and Decentralization**
   - 2.1. Federal Administrative Structure of Education
   - 2.2. Provincial Administrative Structure of Education
   - 2.3. District Administrative Structure of Education
3. **Management**
   - 3.1. Federal and Provincial Ministry of education and its attached departments
   - 3.2. Provincial curriculum bureaus and Textbook Boards

3.3. Examinations (BISE, board of technical education)
3.4. School management committees

4. **Education in Pakistan: Pre and Post Independence**
   4.1. Pre-independence
   4.2. Post-independence
   4.3. Policy Formulation in Pakistan
   4.4. National Education Policies
   4.5. Major objectives and progress of education with reference to current national education policy
5. **Teacher Education in Pakistan**
   5.1. Policy perspectives from 1947 to recent
   5.2. Pre-service Teacher training institutions and programs
   5.3. In-service Teacher training programs
   5.4. Major trends, issues and challenges in Teacher education
6. **Current Statistical Overview of Education in Pakistan (with reference to Economic Survey of Pakistan)**
   6.1. Overview of Primary
   6.2. Overview of Secondary
   6.3. Overview of Tertiary
   6.4. Status of Gender Parity
   6.5. Overview of Quality and expenditures
   6.6. Status of Literacy
7. **Foundations of Education**
   7.1. Islamic Foundation: Concept, need and importance
      7.1.1. Islamic concept of Peace
   7.2. Philosophical Foundation: Concept, need and importance
      7.2.1. Main Philosophical Thoughts: Idealism, Realism, Pragmatism, and Re-constructivism
   7.3. Psychological Foundation: Concept, need and importance
   7.4. Socio-Economic Foundation: Concept, need and importance
      7.4.1.Social and Economic conditions and Education
8. **Problems and Issues in Education in Pakistan**

8.1 Universalization of Primary Education
8.2 Literacy
8.3 Medium of Instruction
8.4 Diversification of Education
8.5 Environmental Education
8.6 Gender and Education
8.7 Islamiazation of Education
8.8 Health Education / Drug Education
8.9 HIV / Aids, STIs, Hepatitis

Recommended Texts:

1. Bashiruddin, Y,. Bana, Z., & Afridi, A. K. (2012). *Education in Pakistan*. Karachi: Oxford University Press
2. Siddiqui, S. (2016). *Rethinking Education in Pakistan Perceptions, Practices and Possibilities*. Lahore: Paramount Books (Pvt.) Ltd.

3. Canestrari, A. (2019). *Foundations of education*. New York: Sage Publications.

Suggested Readings:

1. Burki, S. J. (2018).Pakistan: fifty years of nationhood. London: Routledge.
2. Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections, and practices.* Karachi: Oxford University Press.
3. Bartlett, S., & Burton, D. (2020). *Introduction to education studies*. California: SAGE Publications Limited.

EDUC-5206 Curriculum Development 3(3-0)

COURSE DESCRIPTION

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The career and technical and technical curriculum focus not only on the educational process but also on the tangible results of that process. This course focuses on curriculum within the context of career and technical education. This course also focuses primarily on content and areas related to it. It encompasses the macro or broadly-based activities that impact on a wide range of programs, courses, and student experiences. This course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan

COURSE OUTCOMES

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

- Elaborate the concept of curriculum
- Explain the Process of curriculum development in Pakistan
- Examine the components of curriculum development
- Differentiate between different types of curriculum
- Write curriculum objectives in behavioral terms
- State the critical issues, problems and trends in curriculum

COURSE OUTLINE

Unit 1 Introduction to Curriculum

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

Unit 2 Foundations of Curriculum

2.1. Philosophical
2.2. Psychological
2.3. Sociological
2.4 Religious

Unit 3 Curriculum: Aims, Goals and Objectives

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

Unit 4 Models of Curriculum
4.1. Tyler Model
4.2. Wheeler Model
4.3. Dynamic Model
4.4. Skel Beck Model

Unit 5 Designs of Curriculum
5.1. Subject-based
5.2. Activity-based

Unit 6 Process of Curriculum Development in Pakistan
6.1. Curriculum development at elementary and secondary level
6.2. Role of teacher in curriculum development process at various levels

Unit 7 Curriculum Change
7.1. Process of Curriculum Change
7.2. Various issues in Curriculum change

Recommended Texts

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide.* New York: Routledge
2. Oliva, P.F. (2015). *Developing the curriculum. (4th ed.).* New York: Longman.

Suggested Readings

1. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs.* Upper Saddle River, NJ: Pearson Prentice Hall.
2. Kelley A.V (2014). *The curriculum: theory and practice*. London: Paul Chapman.

EDUC-5207 Educational Psychology 3(3-0)

COURSE DESCRIPTION

The purpose of this course is to develop learner's insight. Its unique approach helps student teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology. The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning.

COURSE OUTCOMES

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

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

COURSE OUTLINE

Unit 1 Introduction to psychology

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

Unit 2 Fundamentals of Human Development

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

Unit 3 Learning

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

Unit 4 Information Processing

4.1. What is Memory?
4.2. Parts of memory
4.3. What is forgetting?
4.4. Methods to improve memory

Unit 5 Intelligence
5.1. Concept of intelligence
5.2. Theories of intelligence
5.3. Individual difference
5.4. Intelligence Testing

Unit 6 Measurement and evaluation in educational Psychology
6.1. Test
6.2. Characteristics of Test
6.3. Reliability
6.4. Validity
6.5. Items Analysis

Recommended Texts

1. Ormrod, Jeane, (2019) *Educational psychology: Developing learner.* Upper Saddle River, NJ: Pearson.
2. Santrock, J. W. (2018). *Educational psychology*. Boston: McGraw –Hill.

Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational psychology & guidance*. Islamabad: AIOU.
2. Woolfolk, A. (2015). *Educational psychology, sixth canadian edition.* Upper Saddle River, NJ: Pearson Education.
3. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.

EDUC-5209 Classroom Assessment 3(3-0)

COURSE DESCRIPTION

The emphasis in this course is on interactions between instruction, assessment, and learning. Assessment plays a vital role promoting educational activities. Same is the case with educational measurement and evaluation of students' achievement and progress. It is an essential part of teaching learning process and without it all educational process is meaningless. It is because without doing this we cannot judge the degree or extent to which we have been successful in teaching learning process. This course is intended to introduce students with various techniques, instruments, and approaches to measure and evaluate students' achievement in classroom. The goal of the course is to persuade you that integrating assessment activities into lesson plans improves learning. You will practice writing assessment criteria and assessment methods into lesson plans. You will study and critique links between assessment and instruction. This will enable the students to know how to develop relevant educational assessment, describe fundamental aspects on the quality of assessment procedures, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures and use the results of standardized tests to help make decisions about students and educational systems.

COURSE OUTCOMES

After completing this course, you will be able to:

- explain and defend the claim that professional judgment is the essence of classroom assessment
- explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment
- create classroom scenarios that illustrate links between instruction, assessment, and learning.
- explain the difference between formative and summative assessments
- list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test
- explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students: and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to each other. The learning framework for the course is guided practice and reflection.

COURSE OUTLINE

UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT (3 weeks, 9 hours)

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:

- Know what research reveals about teacher feedback before, during and after assessment.
- Differentiate between the formative and summative uses of assessment.
- Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.
- Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2

- Overview of course
- Revisit Assessment practices in schools in Pakistan
- Personal experience with tests in school
- The distinction between assessment *of* learning and assessment *for* learning

Session 3

- Review of research on the positive effects of continuous assessment
- Possible causes of those effects: motivation; feelings toward self; improved instruction
- Review of research on the effects of a teacher's feedback on learning

Week 2: Assessment concepts and underpinnings

Session 1

- Curriculum: goals, objectives, standards, targets
- Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2

- Formative and summative Assessments
- Distinguishing between the two through real examples

Session 3

- Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1

- Shift from a culture of testing in schools to a culture of assessment

Session 2

- Assessment practices and policies in elementary schools in Pakistan

Session 3

- How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING (5 Weeks/ 15 hours)

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-false and matching) and Constructed-Response items (completion
and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:

- Describe both objective and subjective item types used in assessment.
- Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- Prove that test items map onto lesson objectives.
- Compile items into a test in accordance with the distribution on the table of text specifications.
- Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.

Session 1

- Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- Outline the content for your unit with your partner(s)
- Check your content outline with the National Curriculum content for your subject, topic and grade level

Session 2

- Write the first lesson for your unit with your partners

Session 3

- Groups exchange their unit , read each other's lessons and give feedback
- Write lessons 2 and 3 for your unit.

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1

- Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2

- Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

Session 3

- Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1

- Writing and constructing answers to sentence completion and short answer questions

Session 2

- Writing and constructing answers to true-false, alternate-choice and matching questions

Session 3

- Writing and constructing answers to multiple questions
- Writing directions for the test

Week 7: Assembling your test

Session 1

- Building a Table of Specifications I

Session 2

- Finishing a Table of Specifications II

Session 3

- Checking for balance in the coverage of learning objectives
- Determining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1

- Forms and uses of essay questions
- Restricted-Response essay questions
- Extended-Response essay questions

Session 2

- Scoring rubrics for Restricted and Extended-Response essays

Session 3

- Advantages and limitations of essays
- Suggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a

good test and connect it with SLO's. You can now analyze the type of test items that you see in textbooks for the same unit or a teacher made test.

Session 1
- Item analysis of the test.
- Report on the results of the item analysis
- Decide which items to eliminate/improve.

Session 2 and 3
- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS (3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management.* This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:
- Know what makes feedback particularly effective.
- Be able to provide feedback that enables learning.
- Appreciate parents' need for information about their child's performance on tests and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1
- What is feedback?
- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?
- Conclusions from research on feedback in the classroom

Session 2
- Characteristics of effective feedback

- Consequences for students from effective feedback on assessments
- Examples of effective feedback
- Characteristics of ineffective feedback
- Examples of ineffective feedback

Session 3
- Guidelines for writing effective feedback
- Ways to avoid ineffective feedback statements
- The role of feedback in increasing students' learning and confidence

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others' feedback strategy.

Week 11: Sharing assessment results with others

Session 1
- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- Develop a mock parent teacher conference, keeping cultural considerations in mind.
- Role-play various parent teacher conference scenarios

Session 2 and 3
Develop a mock teacher student session following points to be considered
- Sharing assessment results with students
- Integrate test performance with classroom performance.
- Develop some feedback statements that you would give students on their assignments

Week 12: Practice - Feedback to students and assessment results to parents
This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1
- Half the class presents their feedback.
- Members of the class critique the feedback presentations

Session 2
- The other half of the class presents their feedback.
- Members of the class critique the feedback presentations

Session 3
- Feedback Framework: Medal, Mission and Goals
- review the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours)
Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit your will review your understanding of

assessment and how this course has helped you in constructing new knowledge regarding assessment. You will further enhance your knowledge of assessment testing and evaluation when you will study a second course ion Year 3 of the 4 year B.Ed. Hons.

Week 13 Informal Performance Assessment

- Anecdotes in teacher journals.
- Homework
- Written work produced in class
- Informal behavioral observation with check lists and rating scales
- Class discussions.
- Academic Tasks (Running Oral Reading Records, for example)

Weeks 14 Restricted and Extended Performance Assessment

- Essays, Experiments, Projects, Demonstrations, Performances
- The Best Apple: an example of a Restricted Performance Assessment
- The Green Bean Race: an example of an Extended Performance
- Rubrics
- Learning objectives for Performance Assessments
- Strengths and weaknesses of Performance Assessments

Weeks 15 Portfolios

- Purpose of Portfolio Assessment
- Supply content
- Evaluation of Structure
- Evaluation of Content
- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Week 16 Review

- You know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan? How?
- Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:

- Interviews with school officials about assessment practices at the district and provincial levels
- Designing alternate assessments to those in students textbooks
- An information sheet for parents explaining the difference between formative and summative assessment
- Creation and administration of a test
- Providing informative feedback to students on the test they have taken that you developed

- Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Recommended Texts

1. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2018). *Assessment for learning: Putting it into practice.* Berkshire, UK: Open University Press.

Suggested Readings

1. McMillan, J. H. (2016). *Classroom assessment: Principles and practice for effective standards-based instruction (5th Ed).* Boston: Pearson.
2. Broich , G. and Kubiszun , T. (2003).*Education testing & measurement* . Singapore: John Wiley and Sons.
3. Miller, M.D., Linn, R.L., & Gronlund, N.E. (2015). *Measurement and assessment in teaching (10th Ed).* Upper Saddle River, NJ: Pearson.
4. Arends, R. I. (2004). *Learning to teach.* Boston: McGraw Hill.

EDUC-5211 Educational Planning and Management 3(3-0)

Course Description:

Formal education is an organized one and trained teachers to teach in the educational institutions. Further, buildings and many facilities have to be put up in order to have educational institutions function effectively. The students taught in schools, teacher training colleges and universities have to meet the needs of society. Educational planning is 'the process of setting out in advance, strategies, policies, procedures, programs, and standards through which an educational objective (or set of objectives) can be achieved. Educational plans are designed to avoid imbalances and enormous waste and replenish the steadily aggravated shortage of teachers. This course introduces some theoretical perspectives on educational planning and management and examines several key concepts and principles. We believe that a deeper understanding of the nature of educational planning and management will enable the student teachers to improve their practices as a school manager. Produce educational planners, managers and supervisors who are well informed of the national and regional constitutions, thereby assuming leadership positions and responsibilities; they would be able to generate, manage and utilize educational resources effectively and efficiently; They would also be able to initiate educational changes, innovations, and developments by addressing local and regional needs and realities.

Course Objectives:

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

1. Explain the concept of school organization, management and discipline and factors affecting school discipline.
2. Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
3. Different sheet between the concept of leadership and management utilizing the major indicator of effective leadership management.
4. Maintain school record and activities according to the school mandate.

Course Outline:

Unit 1 Introduction

- 1.1 Meaning of educational and school administration
- 1.2 Difference between administration, supervision & management
- 1.3 Nature, aims, objectives and principles of school administration

Unit 2 Supervision and Inspection

- 2.1 Concept of supervision
- 2.2 Need, importance and aims of supervision and inspection.
- 2.3 Types of supervision
- 2.5 Modern vs. old concept of inspection
- 2.6 Techniques of supervision
- 2.7 Factors affecting educational supervision

Unit 3 Nature and Scope of Educational Management

- 3.1 Concept of management
- 3.2 Historical background of management
- 3.3 Evolution of management thought in education
- 3.4 Need for management

Unit 4 Administrative Functions in Education.

4.1 The concept of POSDCoRB

4.1.1 Planning

4.1.2 Why Plan?

4.1.3 The Planning process

4.1.4 Types of plans

4.1.5 Planning in Pakistan

4.2 Organizing

4.2.1 Organization structure

4.2.2 Components of organization

4.2.3 Classical and modern views of organizing

4.3 Staffing

4.4 Directing

4.5 Coordinating

4.5.1 The control process

4.5.2 Control criteria

4.5.3 Effective control system

4.5.4 Dysfunctional effects

4.5.5 Contingency factors

4.6 Reporting

4.7 Budgeting

4.8 Leading

4.9 Controlling

4.10 Motivating

4.11 Decision-Making

4.11.1 Meaning and importance

4.11.2 The decision-making process

4.11.3 Types of decisions and decision-making problems

4.11.4 Programmed and non-programmed decisions

4.11.5 Group and individual decisions

4.11.5 Personal qualities for effective decision-making

Unit 4 The School Discipline.

4.1 Concept, purpose, and types of school discipline

4.2 Three stages of discipline

4.3 Factors affecting school discipline

4.4 Characteristics of modern discipline

Unit 5 Characteristics of Good Head Teachers and Teachers

5.1 Qualities of H.T. and teachers

5.2 Responsibilities and duties of H.T. and teachers

5.3 Problems of H.T. and teachers

5.4 Common weaknesses of H.T and teachers

Unit 6 Introduction to Educational Law

6.1 Definition and scope of educational law

6.2 Sources of educational law

6.3 Legal rights and responsibilities of educators and students

6.4 Professional standards and codes of conduct

6.5 Discrimination and equal opportunity in education

Unit 7 Record Keeping and Data Management

- 7.1 Principles of effective record keeping
- 7.2 Data collection, storage, and security
- 7.3 Using technology for record keeping and data analysis
- 7.4 Record retention and disposal policies

Unit 8 Legal Compliance

- 8.1 Compliance with legal requirements in education
- 8.2 Inquiry process under PEEDA Act-2006
- 8.3 Legal issues in contracts and procurement Policy (PPRA)
- 8.4 General rules and regulation for the employees
- 8.5 School finance and funding regulations

Recommended Texts:

1. Bush, T., & Coleman, M. (Eds.). (2015). Leadership and strategic management in education (4th ed.). SAGE Publications.
2. Hallinger, P., & Murphy, J. F. (2013). Routledge international handbook of educational leadership and administration. Routledge.
3. School Education Department. Govt of the Punjab. https://iota.punjab.gov.pk/

Suggested Readings:

1. Bolman, L. G., & Deal, T. E. (2017). Reframing organizations: Artistry, choice, and leadership (6th ed.). Jossey-Bass.
2. Hoy, W. K., & Miskel, C. G. (2018). Educational administration: Theory, research, and practice (10th ed.). McGraw-Hill Education.
3. Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (Eds.). (2019). Learning from leadership: Investigating the links to improved student learning. The Wallace Foundation.
4. Sergiovanni, T. J. (2018). The principalship: A reflective practice perspective (8th ed.). Pearson.

Spillane, J. P., Diamond, J. B., & Burch, P. (Eds.). (2018). Distributed leadership in practice. Teachers College Press

EDUC-6201 Research Methods in Education 3(3-0)

COURSE DESCRIPTION

This course is designed for B. Ed honors candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. The aims and objectives of this course are to introduce BS students to the basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of research in linguistics will particularly be discussed. The students will further be taught and hand on practice will be given about the citation and on line research. The other objective of this course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review and data collection. Lastly the aims of the course are to develop an understanding of the ethical dimensions of conducting applied research.

Specific Objectives

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

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

Course Outline

Unit 1 The Nature of Educational Research

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

Unit 2 The Researching professional

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

Unit 3 Types of Educational Research

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

Unit 4 Techniques of Reviewing Literature

4.1. Primary sources
4.2. Secondary sources

Unit 5 Methodology

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

Unit 6 Data Analysis

6.1. Descriptive
6.2. Inferential

Unit 7 Report Writing

7.1. Writing formats & Presentation
7.2. Referencing

Recommended Texts

1. Best, J. W., & Kahn, J. V. (2019). *Research in education*. India: Pearson Education.
2. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications. (12th Ed.).* NY: Merrill- Prentice Hall.

Suggested Readings

1. Crtswell, J. W (2019). *Research design.* London: Sage Publications.
2. HEC (2012). *Research methods in education*. Retrieved from https://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/ResearchMethods_Sept13.pdf
3. John W Creswell (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, (6th Ed.).* Pearson Education. Retrieved from http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell_2012.pdf

EDUC-6202 Test Development and Standardization 3(3-0)

Course Description:
Test development is a difficult chore. Besides technical knowledge, there it requires patience and hard work as necessary ingredients in the process. Constructing a good test asks for a good amount of responsibility on the part of the test constructor. Consistency and objectivity in administering and scoring the test is what refers to Standardization. Standardized testing is an examination that is administered and scored in a predetermined, standard manner. It allows for comparisons to be made among schools regarding student achievement, ensures accountability for teachers, and can inform instruction for educators. The aim of this course is to provide students with the latest development in assessment, evaluation, and testing. Selecting the successful assessment techniques is required for efficacious preparation on the part of the student. It mainly covers history of test development in international context, concept of standard setting, the standard setting methods, practical issues in standard setting on Computer Adaptive Tests, psychometric theory and the validation of performance standards, and challenges and future directions of the standard setting.

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

1. Comprehend the concept of standard setting.
2. Critically examine the standard setting method.
3. Compare Angoff method of standard setting with other methods.
4. Understand the concept of vertically-moderated standardized testing (VMSS).
5. Apply VMSS.
6. Use multiple methods of standard setting.
7. Explore practical issues in SS on Computerized Adaptive Tests.
8. Understand psychometric theory and the validation of performance standards.
9. Explore challenges and future directions of standard setting.

Contents

Unit 1 Standard Setting for Testing

- 1.1 Definitions and concept of standard setting
- 1.2 Standard setting: An enduring need
- 1.3 General approaches to standard setting
- 1.4 Standard setting
  - 1.4.1 Policy issues
  - 1.4.2 Item scoring criteria
  - 1.4.3 Total test performance standards
- 1.5 Benefits of standard setting

Unit 2 Common Elements in Setting Performance Standards

- 2.1 Purpose
- 2.2 Choosing a standard setting method
- 2.3 Performance level labels and descriptions
- 2.4 Key conceptualizations
- 2.5 Selecting and training participants
- 2.6 Professional guidelines for standard setting
- 2.7 Evaluating standard setting
- 2.8 Providing feedback to participants

Unit 3 Development of Table of Specifications

3.1 Bloom Taxonomy

Unit 4 Test Development

4.1 Types of Tests
4.2 Nature of test and purpose
4.3 Extended Response questions
4.4 Constructed Response Questions
4.5 Types of Essay Tests
4.6 Developing test items
4.7 Improving test items through repeated reviews and experts' opinions

Unit 5 Item Analysis

5.1 Definition, advantages, and limitations of item analysis
5.2 Test characteristics (Difficulty level, discrimination index, destructor power etc.)
5.3 Reviewing and marking the tests (rubrics)
5.4 Item analysis by using Iteman, Quest or other software
5.5 Ensuring validity and reliability of test items
5.6 Test administration and assembling
5.7 Difference between NRT and CRT item analysis
5.8 Practicum on use of item analysis (Demonstration

Unit 6 Scoring of Extended Response Questions (Essay type)

6.1 Scoring standards for Essay Type tests
6.2 Use of Command words in constructing Marking Scheme
6.2 Inter Rater Reliability

Unit 7 Scoring Objective Type Tests

7.1 Item analysis
7.2 Difficulty Level
7.3 Discriminatory Power

Unit 8 Process of Test Standardization

Unit 9 Testing Higher Order Learning

9.1 Development of Rubrics
9.2 Use of Rubrics

Unit 10 Seminar on issues in Test Construction and Standardization

Recommended Texts:

1. Anastasi, A., & Urbina, S. (2017). Psychological testing (8th ed.). Pearson.
2. Crocker, L., & Algina, J. (2019). Introduction to classical and modern test theory. Cengage Learning.
3. Downing, S. M., & Haladyna, T. M. (2019). Handbook of test development (2nd ed.). Routledge.
4. Hambleton, R. K., & Jones, R. W. (2019). Comparing classical test theory and item response theory: When are they two sides of the same coin? Applied Psychological Measurement, 43(1), 4-8.
5. Mills, C. N., & Potenza, M. T. (2015). Improving testing for English learners: Designing, administering, and interpreting. Harvard Education Press.

Suggested Readings:

1. Crocker, L., & Algina, J. (2019). Modern methods of data analysis. Routledge.
2. Embretson, S. E., & Reise, S. P. (2013). Item response theory for psychologists. Psychology Press.
3. Hambleton, R. K. (2013). Issues, designs, and technical guidelines for adapting tests into multiple languages and cultures. In H. Zumbo & T. Chan (Eds.), Validity and validation in social, behavioral, and health sciences (pp. 119-140). Springer.
4. Livingston, S. A., & Zieky, M. J. (2019). Large-scale assessment programs: Planning, design, and implementation. Routledge.

MINOR 1

EDUC-6216 General Science 3(3-0)

This course will refresh and strengthen prospective teachers' subject matter knowledge. The course covers core concepts in physical science, life science, and earth science. Also covered are the teaching strategies and instructional approaches that best support the development of conceptual understanding of science. The study of General Science in Primary school is linked to National prosperity and economic development. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience. The present course explores scientific method and its application in everyday life. The current course explores the various aspects of general science field in order to develop scientific vocabulary and enhance prospective teachers' comprehension of written scientific material from a variety of sources to increase ability to solve scientific problems and to enhance scientific inquiry skills through conducting scientific experiments and participating in hands on activities.

COURSE OUTCOMES:

After completing this course, student teachers will be able to:

1. Describe the interdependence of ecosystems and the organisms within and how changes affect populations and the equilibrium of a system. Relate evolutionary forces to the diversity of ecosystems and of the species within them.
2. Identify the effects of human activities and naturally occurring changes on ecosystems and the consequences of those changes.
3. Begin to see the Earth as a system consisting of major interacting components that consistently undergo change. Physical, chemical, and biological processes act within and among them on a wide range of timescales.
4. Describe physical and chemical properties and physical/chemical processes with a special focus on the change of state of matter and how this change relates to energy.
5. Develop an understanding of common misconceptions about matter and particle theory.
6. Be able to describe a chemical reaction in the context of a rearrangement of atoms and also in the context of the formation of a new substance with new properties.
7. Investigate the relationships among force, mass, and motion of an object or system.
8. Be able to apply various models to science teaching while recognizing their limitations. Prevent potential misconceptions that could result from the use of some widely used models.
9. Be able to read, record, and analyze data, and present that data in meaningful ways.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience firsthand the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential pedagogical content knowledge. They will also learn how to apply this knowledge to their science teaching in elementary grades upon graduation. Discussions, reflections, and application of pedagogical science content knowledge are critical components of Science I (and Science II). Each task prepares prospective teachers for their own teaching and enables them to modify activities to best meet the needs of their individual classrooms. For this reason, a substantial amount of time is dedicated to the "Teaching of Specific Science Content" in each unit of the course.

In addition to content and pedagogical content knowledge, this course is also designed to help students develop science thinking and process skills.

After completing this course, student teachers will be able to:

1. Begin to apply inquiry to the teaching of science at the elementary level.
2. Be able to identify, adapt, and modify investigations that lead to conceptual understanding.
3. Begin to design science investigations around core concepts.
4. Begin to understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remediation.
6. Be able to use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

COURSE OUTLINE

Unit 1: Course Overview

Week	Topics/Themes
1	Course overview Science in personal and social perspective The nature of science and scientific investigation (observations, inferences) Teaching of science: reflect upon the way prospective teachers learned science and how they want to teach science when they graduate.

During this unit, prospective teachers will:

- Discuss the nature of science and contrast science to other ways of knowing about the world.
- Understand the differences between results, conclusions, and inferences.
- Describe how science is a process rather than a product.
- Provide examples for the impact of science in daily life and the environment.

Unit 2: Populations and Ecosystems

Week	Topics/Themes
2	Basic needs of living things Interdependencies of living things (symbiotic relationships)
3	Ecosystems and Habitats Population Growth – Survival and Extinction
4	Teaching "Populations and Ecosystems" in elementary grades

During this unit, prospective teachers will:

- Investigate the interdependence of living things (including humans) in an ecosystem.
- Investigate how changes in environments affect plants and animals (including humans).
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Describe factors that limit or support the growth of populations within an ecosystem.
- Analyze data collected over time, and explain how disruption in one part of an ecosystem can repeat throughout an ecosystem.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 3: Diversity and Adaptations

Week	Topics/Themes
5	Diversity of living things Systems of classification
6	Adaptations for survival Evolution and Diversity
7	Teaching "Diversity and Adaptations" in elementary grades

During this unit, prospective teachers will:

- Describe the diversity of living things.
- Explain how adaptive characteristics of a species affect its chance for survival or possible extinction.
- Explain how evolution has resulted in diversity among living things.
- Observe fossil records and interpret them for evidence of adaptation, environmental change, and extinction.
- Explain why we use classification systems and how classification systems are applied.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 4: Earth – The Blue Planet

Week	Topics/Themes
8	Earth - an inhabitable planet Weather and Seasons Categorizing the world by continents, biomes, vegetation zones, climate zones, etc. Introduction to maps; reading and creating simple data charts
9	Constant changes on Earth – rock cycle Rivers (erosion / sedimentation) Earthquakes and Volcanoes
10	Teaching "Earth – The Blue Planet" in elementary grades

During this unit, prospective teachers will:

- Recognize that the abundance of water on Earth makes Earth unique and habitable.
- Describe and give examples of ways in which Earth's surface is built up and torn down by natural processes.
- Explain how weathering and erosion reshape landforms by eroding rock and soil in some areas and depositing them in others.
- Investigate landforms and identify constructive and destructive forces that led to their formation.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Force and Motion

Week	Topics/Themes
11	Relationship among force, mass, and motion of an object. Interaction of objects as it relates to force and linear, constant motion. Graphing of motion and basic calculations of speed and average speed.
12	Non-linear motion and accelerated motion. (Laws of motion) Graphing of non-linear and accelerated motion.
13	Teaching "Force and Motion" in elementary grades

During this unit, prospective teachers will:

- Articulate and demonstrate the principles of motion and forces, and apply them to examples of interactions between objects.
- Investigate the relationships among force, mass, and motion of an object or system.
- Conduct investigations to determine the position and direction of a moving object (and represent its motion on a graph).
- Draw free-body diagrams that list all the forces acting on an object and the resulting direction of motion.

- Analyze the motion of objects by the established relationships known as the laws of motion.
- Begin to identify the unit's underlying core science concepts for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Properties and Matter

Week	Topics/Themes
14	Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity Atoms, molecules, mixtures, elements, and compounds Introduction to the periodic table
15	States of matter: solid, liquid, gas (examples of water) Introduction to models and their limitations in science teaching
16	Teaching "Properties of Matter" in elementary grades

During this unit, prospective teachers will:

- Differentiate between physical and chemical properties of matter.
- Classify chemicals as pure substances or mixtures (homogenous or heterogeneous) and classify pure substances as elements or compounds.
- Identify atoms and molecules as the building blocks of elements, compounds, and mixtures.
- Explain the atomic structure, addressing parts and properties of the atom.
- Analyze the relationship between the structure and the properties of matter, focusing on chemical properties of elements and their placement in the periodic table.
- Explain how substances change from one state to another by heating or cooling.
- Describe a model of the atom and what it depicts as well as its limitations.
- Begin explaining student misconceptions about properties and particle theory, and what to do about them.
- Begin identifying the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Begin developing learning progressions.

Recommended Texts

1. Ali. P. A. (2018). *Amazing science (Revised Edition)*. Oxford University Press. Retrieved from https://oup.com.pk/school-textbooks/science/oxford-secondary-science-teaching-guide- 2.html
2. *General science for IX & X*. (2019). Lahore: Punjab Textbook Board.

Suggested Readings

1. Team, GK (2019). *General science a complete study material*. Retrieved from https://www.jagranjosh.com/general-knowledge/general-science-a-complete-study-material-1465217638-1
2. William Lewis Eikenberry (2008). *The teaching of general science.* Chicago: The University of Chicago Press
3. Qureshi, A. M. et al (2003). *General science***.** Lahore: Punjab Text Book Board.

EDUC-6217 Mathematics 3(3-0)

Course Description

This course provides opportunities for prospective elementary teachers to strengthen their mathematical knowledge and skills and to gain confidence in their understanding of mathematics. An important outcome of this course is for prospective teachers to be able to teach mathematics successfully in the elementary grades. Research-based knowledge about good math instruction provides a solid base of information for educators to use as they identify mathematics skills students need to develop, as well as teaching strategies and instructional approaches that best support the development of these skills. The course will also examine how children learn and develop mathematical understanding and skills and how the way children think influences the teaching of mathematics in the primary, elementary, and middle grades. The Mathematics course is a comprehensive effort to build and deepen math's content knowledge, to learn and use high-quality instructional practices, and to study ways in which young students' approach and learn mathematics.

The overall organization of the course is divided into four units:

1. Number and Operations
2. Algebra and Algebraic Thinking
3. Geometry and Geometric Measurement
4. Information Handling

Each unit of study has a consistent design or organization and is meant to maximize time on learning for prospective teachers.

1. **Content:** Most one hour sessions will begin working on a math problem. Prospective teachers will engage in solving and discussing a math problem and sharing approaches and solutions. The content has been developed to so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units.

2. **Pedagogy:** In each lesson prospective teachers will actively engage in doing mathematics in order to experience approaches to teaching and learning math that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem and in some instances more than one correct answer. The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further by themselves or with their classmates.

   The course will also examine how children learn and develop mathematical understanding and skills and how the way children think influences the teaching of mathematics in the primary, elementary, and middle grades.

3. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers content knowledge and to learn more about teaching math. Assignments will take many forms including independently solving math problems and school based tasks.

In summary, the Mathematics course is a comprehensive effort to build and deepen maths content knowledge, to learn and use high-quality instructional practices, and to study ways in which young students approach and learn mathematics.

Course outcomes:

Students will:

- Increase their mathematical content knowledge for Number and Operations, Algebra and Algebraic Thinking, Geometry and Geometric Measurement, and Information Handling for teaching in the primary, elementary, and middle grades
- Increase their confidence, competence, interest, and enthusiasm for mathematics by exploring and doing mathematics
- Deepen an understanding of how children learn mathematics
- Build a variety of instructional techniques with clear purposes
- Enhance their use of questioning techniques to elicit children's understanding
- Learn ways to engage students in mathematical thinking through interactive activities

COURSE OUTLINE

Unit 1: Numbers and Operations (5 weeks/15 hrs) The prospective teacher will:

- Differentiate between various types of numbers in our number system
- Know various models for arithmetic operations (addition, subtraction, multiplication and division) with natural numbers, rational numbers, and integers
- Understand Base-10 place value as it relates to natural numbers and eventually to decimals
- Be able to describe the relationship among and between fractions, decimals, ratios, rates, proportions, and percentages

Week #	Themes	Sub themes
1	Numbers and Operations	• Counting • Models for Addition & Subtraction with natural numbers • Addition and Subtraction as inverse Operations • Word problems involving addition and subtraction
2	Place Value Numbers and Operations	• Working in the base-10 system • Models for Multiplication with natural numbers • Multiplication and Division as inverse operations • Models for Division with natural numbers • Nature of the remainder in division • Factors, Prime and Composite Numbers

3	Fractions and Decimals	• Models of fractions (sets, number line, area, volume) • Types of fractions (proper, improper and mixed-number) • Decimals as fractions linked to base-10 place value • Concept of GCF and LCM • Operations with fractions and decimals
4	Percent Ratios and Proportion Rates	• Percent as related to fractions and decimals • Ratio and Proportion • Rates
5	Integers	• Integers, Operations with integers • Venn Diagrams

Unit 2: Algebra (4 weeks/12 hrs)

The prospective teacher will be able to:

- Describe the connection between Arithmetic and Algebra
- Identify the repeating and/or increasing unit in a pattern and express that pattern as a rule
- Understand what variables are and when and how variables are used
- Express algebraic relationships using words, tables, graphs, and symbols
- Use order of operations to solve for unknowns in algebraic equations

Week #	Themes	Sub themes
1	Algebra as Generalized Arithmetic Patterns	• Repeating patterns and growing patterns
2	Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	• Creating coordinate graphs • Continuous, discontinuous, and discrete graphs • Equivalent expressions
3	Linear functions Order of Operations	• Interpreting tables, graphs and equations of linear functions • The concept of slope • Order of Operations
4	Square expressions and equations Symbol manipulation	• Interpreting tables, graphs and equations of quadratic functions

Unit 3: Geometry and Geometric Measurement (5 weeks/15 hrs)

The prospective teacher will:

- Understand undefined terms in geometry
- Identify and construct different types of angles.
- Identify characteristics and measurable attributes of 2-dimentional figures and 3-dimentional objects
- Calculate area, perimeter, surface area, and volume
- Understand square numbers, square roots, and the relationships involved in the Pythagorean Theorem

Week #	Themes	Sub themes
1	Polygons	□ Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,
2	Undefined terms in geometry Identification and construction of angles	□ Point, line, line segment, ray □ Models of angles □ Benchmark angles □ Classifying angles by measurement
3	Geometric Measurement: Area and Perimeter of polygons	□ Perimeter and Area formulas
4	Geometric Measurement: Circumference and Area of Circles Surface Area of Cuboids and Cylinders	□ Circumference and Area formulas □ Surface Area formulas
5	Volume of Cuboids and Cylinders Introduction to the Pythagorean Theorem	Volume formulas • Squares, square numbers, square roots (surds) • The Pythagorean Theorem

Unit 4: Information Handling (2 weeks/6 hrs)

The prospective teacher will:

- Recognize and construct various types graphs
- Determine which types of graphs best describe a given situation
- Analyze a graph and interpret its information
- Understand different measures of central tendency and determine which best describes a given situation

Week #	The	Sub themes
1	Graphic displays of information	• Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous) • Interpret the above graphic displays of data
2	Measures of dispersion and central tendency	• Range • Mean • Median • Mode

Recommended Texts

1. Van de Walle, J. A, Karp, K., & Bay-Williams, J. (2019). *Elementary and middle school mathematics: Teaching developmentally. (10th Ed.).* Pearson Education. NJ: Upper Saddle River.
2. Punjab textbook Board (2019). *Mathematics for class 9th & 10th*. Punjab textbook Board, Punjab Pakistan

Suggested Readings

1. Basserear, T. (2018). *Mathematics for elementary school teachers*. Brooks Cole. Retrieved from https://www.cengage.com/c/mathematics-for-elementary-school-teachers-7e bassarear/9781337629966/
2. Haylock, D. (2017). *Mathematics explained for primary teachers.* SAGE Publications.
3. Punjab textbook Board (2019). *Mathematics for class 7th*. Punjab textbook Board, Punjab Pakistan
4. Punjab textbook Board (2019). *Mathematics for class 8th*. Punjab textbook Board, Punjab Pakistan

EDUC-6220 **Urdu - Content** **3 (3-0)**

نصاب اردو
SYLLABUS URDU

نصاب برائے نفسِ مضمون/ اردو مافیہ (Content)

- کورس کا بیان (COURSE DESCRIPTION)
- حاصلاتِ کورس (COURSE OUTCOMES)
- تعلّمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- یونٹ (UNIT)

۱۔ تعارفِ زبان

۲۔ اصنافِ ادب

۳۔ اصنافِ سخن (نظم و غزل)

۴۔ انشا پردازی

۵۔ اردو کے جدید رجحانات

- حوالہ جات (REFERENCES)
- اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- کورس سے متعلق لازمی معلومات
- اردو سے متعلق غلط فہمیوں کا اِزالہ
- تفصیلی سبقی خاکے

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

سال اول سمیسٹر ۱

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

بی ایڈ ایلیمنٹری/(آنرز)

کریڈٹ:۳

پیش لازمہ:(PREREQUISITES)

ایف اے سطح تک اردو لازمی پڑھنے والے طلبہ اس کورس میں داخلے کے اہل ہوں گے۔

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیرِ تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کرسکیں۔ ان مہارتوں میں دسترس حاصل کرنے کے لیے عملی طریق Functional Method استعمال کیا جائے گا۔

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔ اس طریقہ تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر "کیا کہنا چاہیے" پر خاص توجہ دی جائے گی۔ تاکہ زیرِ تربیت اساتذہ فہم و فکر میں فکری، فنی اور عملی سطح پر مہارت حاصل کرسکیں۔ یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد دورانِ مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کروایا جائے گا۔ تاکہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے استاد کہلائیں۔ کسی بھی زبان کی تدریس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعراء و ادباء شامل کیے گئے ہیں جو جماعت اول تا ہشتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بہ طور گلوبل لینگویج جدید رجحانات (ضرورتوں/تقاضوں/تعبیری جہتوں) کے حوالے سے بھی زیرِ بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی+صوتی) تحلیلی، جملوطی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تاکہ ایلیمنٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلاتِ کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کرسکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی و تحریری انداز میں بیان کرسکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کرسکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیمِ نو کرسکیں۔

- تدریسِ زبان کے عملی پہلو کو ابتدائی و درمیانی سطح کی جماعتوں استعمال کر سکیں۔
- عملی طریق (Functional Method) سے نصاب پر دسترس حاصل کر سکیں۔

تعلّمی اور تدریسی رسائی:(LEARNING AND TEACHING APPROACH)

اس کورس کی ترتیبِ نو کے مقاصد کو پیشِ نظر رکھتے ہوئے تعلّمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تحلیلی، تخلوطی استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیرلرننگ جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمتِ عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارفِ زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تا کہ اردو کے استاد کو ادب پر فنی اور زبان پر حتی الامکان دسترس حاصل ہو۔ جہاں زبان کی تاریخی حیثیت کے حوالے سے بابائے اردو مولوی عبدالحق کی کاوشوں کو سراہا گیا ہے وہیں ڈاکٹر محمد صدیق خان شبلی کے مضمون عملی، فنکشنل اردو سے بھرپور استفادہ کیا گیا ہے تا کہ نوآموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لا سکیں۔ ان طریقوں سے تدریس کو ایک منظم سائنس کی صورت میں پڑھانے کے لیے کئی ایک اصولوں کو بھی اختیار کیا جائے گا۔ مثلاً: الفاظ کی بار بار مشق، تذکیر و تانیث، واحد و جمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدبیریں استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تا کہ ایلیمنٹری سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

- تعارف زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)
- زبان کی اہمیت و افادیت (فکری/فنی/عملی سطح پر)
- اردو کے فروغ میں درپیش مشکلات (تدارک/غلط فہمیوں کا ازالہ)

دوسرا ہفتہ

- اردو زبان کی کہانی از بابائے مولوی عبدالحق (مضمون کا مطالعہ)
- عملی/فنکشنل اردو ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

یونٹ ۲

اصنافِ ادب

(صرف و نحو تدریسِ ادبیات کا حصہ ہیں)

تعارف:

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔ نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکالمہ اور طنز و مزاح شامل ہیں۔ تاکہ ایلیمنٹری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صفتِ ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، فنکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تاکہ قواعد نفسِ مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جا سکے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً (زبانی اندازِ تعلیم (Oral Approach) اور صورت حال کے مطابق تدریس زبان Situational Language (Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔ تاکہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور مشق (Exercise) کا کام بھی چلتا رہے۔ ان مقاصد کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔ مثلاً سننا بولنا تو سننے اور بولنے ہی سے آتا ہے۔ لہٰذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

- اصناف نثر کا مختصر تعارف اجزا و اقسام/ اصناف کا تقابل
- داستان (اجزا/ ناول و داستان کا فرق)
- ناول (اقسام/ ناول و افسانہ کا فرق)

چوتھا ہفتہ

- ڈراما (اقسام/ اجزائے ترکیبی/ روایت)
- افسانہ نگاری کا تعارف اشفاق احمد کے "گڈریا" کے حوالے سے (فکری و فنی تجزیہ)
- طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

- ماخوذ اقتباسات (صرف یعنی الفاظ سے بحث، نحو مکمل جملوں اور عبارتوں سے بحث)
- اغلاطِ زبان (بلحاظ قواعد فقروں کی تصحیح)
- محاورات (دورانِ گفتگو/ عام بول چال میں استعمال)

چھٹا ہفتہ

- ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- اوصافِ خوش خوانی (تلفظ، لب ولہجہ، روانی، تاکید، تفصیل)
- تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیرِ بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، پیروڈی اور گیت شامل ہیں۔ اس یونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تحلیلی تجزیہ پیش کر سکے۔ مثلاً میرؔ کا ترکیبی شعر ہے۔

فقیرانہ آئے صدا کر چلے
میاں خوش رہو ہم دعا کر چلے

یہی خیال غالبؔ کے ہاں تحلیلی رنگ میں ملاحظہ فرمایئے!

بنا
تماشائے اہلِ کرم دیکھتے ہیں

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

ساتواں ہفتہ

- اصنافِ سخن کا تعارف
- اردو نظم (تعارف، اقسام)
- اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- علامہ محمد اقبال کی نظم "روحِ ارضی آدم کا استقبال کرتی ہے"۔

- مولانا الطاف حسین حالؔی کی نظم مسدس حالؔی کے پہلے چار بند
- پس منظر کے تحت منظومات کی تشریح

نواں ہفتہ

- مرزا اسد اللہ خاں غالبؔ کی غزل/"بازیچہء اطفال ہے دنیا میرے آگے"
- صوفی غلام مصطفیٰ تبسم کی غزل "یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب" کے پہلے پانچ اشعار
- شعرا کا فکری وفنی تقابل

دسواں ہفتہ

- پرائمری سطح کی نظمیں (کلام پر اظہارِ خیال، تمثیل)
- وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)
- تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روز مرہ زندگی میں زبان کے استعمال یعنی "کس موقع پر کیسی زبان بولی جائے" کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بناتا ہے۔ اس لیے فنکشنل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گُر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں ممد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثہ/مذاکرے۔ مثلاً رپورتاژ کو ڈراما کاری میں تبدیل کرنا۔ غالبؔ کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری اندازِ بیاں دے دینا۔ اس ضمن میں جماعتی سطح/معیار/استحسان کا خاص خیال رکھا جائے گا۔ تاکہ اردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- اردو حروفِ تہجی (صوتیات/اعراب/حرکات)
- اُردو کا جدید ترین قاعدہ (صوتی، بنیٰ، تصویری، تلازمی)
- حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

بارہواں ہفتہ

- صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمے، ذرائع ابلاغ، اخبارات، ٹی وی ڈرامے)
- تعلیم خوش خطی (درست تحریر کے ضروری امور)
- تخلیقی انشا (مشاہدہ و تحریر)

تیرہواں ہفتہ

- خطوط، درخواست (بہ شمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- مکالمہ و ڈراما نگاری (ڈراما کاری)
- مضمون نویسی (جدید موضوعات پر اظہار خیال)

یونٹ ۵

اردو کے جدید رجحانات
(ضرورتیں/تقاضے/تعبیری جہتیں)

تعارف :

اردو کے جدید رجحانات: ضرورت، تقاضے اور نئی تعبیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نوآموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پر لطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیر تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورتاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گرہ اردو کھول رہی ہے۔ سائنسی و تکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیر تربیت اساتذہ کو مستند عملی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نا کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کینوس پر اتارنا۔ غالبؔ و اقبالؔ کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرت عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی تشخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

- اردو کی ترویج (ہمہ پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/تعبیریں)
- اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

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

- اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)
- اردو رابطے کی زبان (عام بول چال کے حوالے سے)

سولہواں ہفتہ

- اردو آرٹ اور کلچر (نثر و نظم میں آرٹ/آرٹ میں نثر و نظم)
- اردو ترانہ ملی (قومی و ملی جذبے/ماخوذ متن)
- اردو گلوبل لینگویج (منظر نامہ)

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۱۶۔ مقتدرہ قومی زبان سے اشاعت شدہ لغات کا استعمال

افسانے/کہانیاں/ڈرامے/خطوط

- ''خودکشی/ٹوبہ ٹیک سنگ''، سعادت حسن منٹو
- چور، اشفاق احمد
- رستم و سہراب، آغا حشر

- ''مرزا غالب بندر روڈ پر'' خواجہ معین الدین (ڈراما سی ڈی)
- ''یوسف مرزا کے نام'' مرزا غالبؔ
- ''مولانا انشاءاللہ خان کے نام'' علامہ اقبالؔ

ماڈل اسائنمنٹ : (ASSIGNMENTS)

۱۔ علامہ اقبالؔ کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعرا کٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔

۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔

۳۔ صوفی غلام مصطفیٰ تبسم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔

۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچہ کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

اس کورس کا بنیادی لازمہ اردو کو فنکشنل بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماخذ کی اہمیت سے بھی انکار نہیں کیا جا سکتا۔ اسی وجہ سے کورس کا آغاز تعارفِ زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اُردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ ولندیزیوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے کلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل بامقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فروغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی اور تدریسی بنیادوں پر پرکھنا جانچنا اور معیار مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طرزِ فکر دے سکتا ہے۔

جدید ماہرینِ تعلیم فنی امور میں منطق سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گردوپیش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفہ سیکھے پھر اسمائے نکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپنایا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیرِ تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محضر (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دورِ حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تر تدریسی عمل کا بنیادی نقطہ یہ ہے کہ زیرِ تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی/فنکشنل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابلِ توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیرِ تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ان کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصنافِ ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظر نامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروغ کا راستہ خود بخود ڈھونڈ نکالتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معاونات اور تکنیک وضع کرنا۔ جو سائنٹفک اندازِ نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فنکشنل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق کا آغاز مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ الگ ہوتا ہے اس طریقے کا پورا پورا فائدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے اُردو کی تدریس کو موثر بنانے کے لیے اُردو کے فنکشنل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفسِ مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہشتم نصابی کتب میں شامل شعراء و ادباء پر تفصیلی بحث فنکشنل انداز میں شامل ہے۔

انشا پردازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، تلازمی اور بنتی کیفیتوں کو سمجھنا اور ان کی ابتدائی و وسطانی جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیقِ انشا کا باعث ہے۔ عملی اردو کا تقاضا ہے کہ غالبؔ و اقبالؔ کا انداز سیکھنے والے طلبہ ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا تمثیل کا رنگ دے دیں۔

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظر نامہ اُردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی، فروغ کے رجحانات کو مثبت زاویے، تکنیکی سانچے، کینڈے اور محضر فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ وارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلیمنٹری کی سطح کا یہ کورس اسی خیال (فرضیے Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اُردو بولتے ہیں تو انھیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حروفِ عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظ اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں جھجک، قرات معیوب، تلخیص و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، ہجے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پُر۔ اس کا سبب غلط طریق تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

اُردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ ''بات، بس اور بچ حرف میں ''ب'' میں تین جداگانہ

صورتیں اختیار کرلی ہیں۔ اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ دیگر زبانوں میں حروف کو ملایا نہیں جاتا بلکہ حروف اپنی شکل میں لکھے جاتے ہیں

اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ عربی میں بعض حروف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ز کے تلفظ سے ادا کرتے ہیں مگر عرب ''دھ'' کے تلفظ میں بولتے ہیں۔ ع کو اُردو والے، الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبہ اسے ''ع'' کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ سَحر۔ سِحر، صرف۔ صَرف، دُور۔ دَور وغیرہ۔ عربی میں جہل کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اردو میں بالکل الٹ معنی برتے جاتے ہیں۔ تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی ناپختہ رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا متنوع ماحول بیدار ہی نہیں کر پاتا۔ ذخیرۂ الفاظ میں وسعت اور بوقتِ ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اُردو لغات اور ''اُردو تھیسارس'' کا استعمال زیادہ مفید ہوتا ہے۔ اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق وسباق پر منحصر ہے۔ ظاہر ہے کہ سیاق وسباق اور برمحل استعمال کے لیے وسعتِ مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض اربابِ تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرۂ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تاکہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل وحالات پر مدلل اظہارِ خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔
- اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہٰذا الفاظ کا طرزِ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو زبان ٹوٹے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہوسکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اردو زبان کو اردو زبان کے استاد ہی پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

شفارش کردہ کتاب

1۔ ریاض اِحمد(2018)۔ ڈاکٹر اِردو تِدریس ِجدید طِریقے اِور تِقاضے مِ ِکتبہ جامعہ لِمیٹڈ نئی دِہلی ، اِنڈیا

تجویز کردہ کتب:
1۔ بادشاہ مِنیر بِخاری(2015)۔ ڈاکٹر اِ ِردو زِبان کِے غِیر آریائی نظریات بِخاری پِبلشرز پِشاور
2۔ شِان اِلحق حِقی(2011)۔ فِ ِرہنگ تِلفظ)مرتبہ (مِقتدرہ قِومی زِبان اِسلام آباد

EDUC-6221 English - Content 3(3-0)

COURSE DESCRIPTION

The purpose of this course is to develop the English language proficiency of prospective elementary school teachers, and to help them become confident in reading, writing, speaking and listening to the English language. Instead of teaching grammar in isolation and at sentence-level only, this course is based on developing language abilities among student teachers through an integrated approach that provides opportunities to develop their listening, speaking, reading and writing skills. With a focus on social interaction, the course draws specific attention to accurate use of structures, improved pronunciation and to developing active vocabulary in descriptive, narrative and instructional texts. After studying the course, students would be able to use the language efficiently in academic and real life situations and integrate the basic language skills in speaking and writing. The students would be able to work in a competitive environment at higher education level to cater with the long term learners' needs.

COURSE OUTCOMES

After completing this course, pre-service teachers/teachers will:

- have improved their listening and reading skills in English following significant exposure to texts in the target language
- be able to communicate in written and oral English with class-fellows, peers and teachers
- rely less on first/native language and reduce their use of code-switching in formal and informal situations
- have a deeper understanding of correct English structures in descriptive, narrative and instructional texts.

LEARNING AND TEACHING APPROACHES

The course uses an integrated approach to language teaching which enables learning of all the four skills of language i.e. listening, speaking, reading and writing, in natural settings. The teachers and student teachers are encouraged to respond through pair/group work and active learning strategies such as role play, debates, presentations, brainstorming, etc. Teachers and student teachers are encouraged to use online resources and make the best use of the interactive exercises in various websites. The course links learning approaches with assessment tasks to provide student teachers with the opportunity to accept responsibility for their own learning.

Even if student teachers begin the course unable to communicate fluently in English, instructors will use English as the language of instruction. Instead of switching to Urdu or other languages when there is a problem, instructors will use other strategies such as slowing down, repeating a text, asking others to explain, or using simpler vocabulary.

COURSE OUTLINE

UNIT 1 – INTRODUCTIONS (3 weeks/9 hours)	
The first unit will provide student teachers with an opportunity to interact with one another in oral and written forms. It will serve as an icebreaker and help develop conversations through suggesting simple words and phrases to describe people, likes/dislikes, etc., in a logical sequence.	
Week 1	**Making introductions** □ □Make effective self and peer introductions □ □Take useful introductory notes
Week 2	**Requests and enquiries** □ □Make appropriate requests and enquiries □ □Respond to enquiries □ □Listen for specific information in English.
Week 3	**Practice Practical Classroom English** □ □Use different classroom language routines (functions) for effective classroom management □ □Develop effective classroom language by following the given examples/ situations □ □Demonstrate and practice practical classroom language routines.
UNIT 2 – SOCIAL INTERACTION (4 weeks/12 hours)	
This unit is aimed at developing student teacher social interaction in English and developing their interpersonal skills. Through class activities they actively engage in formal and informal contexts to congratulate, express gratitude, make invitations and respond to speakers in oral and written contexts	
Week 4	**Greetings** □ □Greeting friends and family on different occasions/reasons □ □Responding to a happy event □ □Using formal greeting expressions appropriately
Week 5	**Saying thank you** □ □Using formal/ informal expressions of gratitude appropriately □ □Reading a story which uses expressions of gratitude □ □Writing a formal letter to say thank you to a teacher/parent/friend
Week 6	**Inviting people** □ □Demonstrating the use of formal and informal expressions of invitation □ □Developing verbal and written skills for invitations □ □Responding to invitation requests (accepting and declining)
Week 7	**Regrets** □ □Expressing regrets orally and in writing in an appropriate manner □ □Saying sorry and accepting apologies

UNIT 3 – Precise writing and expansion (3 weeks/9 hours)	
Self-writing is the basic component of writing research reports at the later stage of the program. It is also required to compete in the competitive exams for superior services. Therefore, it is obligatory for the teachers to enable their students to be competent in	
Week 8	- Paragraph comprehension practice. At least Ten to fifteen paragraphs with comprehension questions at the end of each paragraph will be practiced.
Week 9	Introduction to Précis writing. - Précis writing practice with at least ten to fifteen paragraphs.
Week 10	Introduction to Expansion of Passages. Expansion writing practice.
UNIT 4 - SHARING EXPERIENCES (3 weeks/9 hours)	
In this unit, student teachers will engage with meanings in a variety of written and visual texts through shared, guided and independent readings of narratives in different genres. They'll be encouraged to respond to the narrative and imaginative texts by building up stories and sharing them in written and oral form.	
Week 11	**Sharing narratives** □□Reading short stories □□Reading excerpts; comic strips, interviews, etc.
Week 12	**Translation; Translation of sentences and Paragraph from Urdu to English and From English to Urdu.** **(with special context of translations required in English subject at Elementary and secondary Classes)**
Week 13	

UNIT 5 – FUNCTIONING IN ENGLISH (3 weeks/9 hours)	
Student teachers will be involved in learning how language works and critically evaluating texts in terms of effectiveness, meaning and accuracy. This unit draws their attention to understanding how grammatical patterns change according to the purpose and audience.	
Week 14	**Writing styles** Changing narration: converting a dialogue into a report Converting a story into a news report Converting a graph/picture into short report/story
Week 15	**Writing mechanics** Punctuation and structure Sentences, Fragments and run-ons Subject-predicate and pronoun-reference agreement
Week 16	Project presentations Course Revision

Recommended Texts

1. Carver, T.K. & Fortinos-Riggs, S. (2016). *Conversation book II – English in everyday life*. New York: Pearson Education Limited.
2. Swan, M. (2018). *Practical English usage (8th ed.)*. Oxford: Oxford University Press.

Suggested Readings

1. HEC (2012). *Functional English – I. Course guide*. Retrieved form https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English1_Sept13.pdf
2. Mendler, A. (2009). *Motivating students who don't care: successful techniques for educators*. Amazon.com Eastwood, J. (2015) Oxford Practice Grammar, Karachi: Oxford University Press.

The following websites provide a variety of useful resources:

http://www.bbc.co.uk/worldservice/learningenglish/

http://learnenglish.britishcouncil.org/en/

http://www.teachingenglish.org.uk/

Grammar software free download
http://freesoftwarepc.biz/educational-software/download-free-software-3d-grammar-english-portable/

EDUC-6224 Social Studies: History and Geography 3(3-0)

COURSE DESCRIPTION

This course will acquaint teachers with an understanding of the key concepts of the various disciplines comprising the Social Studies. This will broaden their understanding of recurring social issues; help them to understand the controversies (current and persistent local, national and global issues). This will help promote students' growth as individuals and as citizens of Pakistan and of an increasingly interdependent world. This course will encourage prospective teachers to further develop their instructional repertoire and assessment practices in order to improve the teaching and assessment of concepts, skills, values and social actions. This course will prepare prospective teachers to provide for their students' activity-rich opportunities for inquiry, cooperative learning, discussion, role play, etc. It will equip prospective teachers with strategies to deal with controversial issues in their classrooms. Hence, this course combines content with different teaching strategies to make the teaching and learning of social studies a valuable and interesting educational experience for both teachers and students.

COURSE OUTCOMES

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases
- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills

LEARNING AND TEACHING APPROACHES

The course combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments. The use of a variety of teaching strategies, like active/effective lecturing, discussion, role play, and cooperative learning not only help in the development of a number of skills and values but also facilitates the learning of students with different interests, abilities and styles of learning. It also helps prospective teachers to develop and/or expand their repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes. A variety of skills are also embedded throughout meaningful social studies lessons.

This course is made more meaningful and challenging for prospective teachers through the use of strategies and activities that:

- Engage students
- Facilitate them to connect what they are learning to their prior knowledge and to current

issues
- Encourage them to inquire
- Provide them the opportunities to think critically and creatively about what they are learning, and to apply that learning to authentic situations

The old adage "if all you have is a hammer, everything looks like a nail" is equally true of teaching strategies. If the only classroom teaching strategy one knows is traditional lecturing, that's the teaching tool that one is likely to use for all classroom situations. If, on the other hand, a teacher has more tools in his/her toolbox, then he/she will have the opportunity to choose the most appropriate tool for the task at hand. In this course, prospective teachers will explore various teaching strategies in which most students are active rather than passive in the classroom and in which the focus is less on the teacher presenting and more on the student learning.

COURSE OUTLINE

Unit 1: Citizenship and Human Rights Education

This unit will introduce prospective teachers to the concept of Citizenship education and equip them with pedagogical strategies and skills required to educate for informed, responsible and active democratic citizenship. It will also help them to understand the concept of Human Rights.

Unit Outcomes
By the end of this unit the students will be able to:

- Define Citizenship and describe its key concepts
- Understand and appreciate the kind of behaviors necessary for the functioning and maintenance of a democratic society
- Become familiar with the use of active learning pedagogies such as role play, debate discussion, group work and presentations in their classrooms
- develop and demonstrate the skills to teach controversial issues in their classrooms
- discuss how different subject areas can be used for engaging with Citizenship ideas
- understand and explain the concept of Human Rights
- Develop a respect for human rights including those of individuals and of minorities
- Recognize the value of reviewing their own practice
- Reflect on their practice, using evidence from classroom, other research and through dialogue with colleagues

Week 1	Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship • Key Concepts of Citizenship education • Controversial Issues—What, Why and How to teach them
Week 2	Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues • Links with other subject areas • Citizenship rights
Week 3	The Evolution of the concept of Human Rights • Rights and Responsibilities, Defining Human Rights • Civil, Political, Social, Economic and Cultural Rights

Week 4	Women's rights, Children's rights, Interdependence • Human dignity, Justice, Equality, Freedom, • Universality, Indivisibility—Are human rights universal? • Reflection and Review

Unit 2: History - People, Past Events and Societies

Through the study of time, continuity and change, this unit enables students to recognize and evaluate different perspectives and biases in historical writing. Capacities like critical thinking, issue analysis and an examination of perspectives are developed in prospective teachers to enable them to improve the teaching and learning of History.

Unit Outcomes
By the end of this unit the students will be able to:

- develop an understanding of the reasons for teaching and learning history and of the relationships between past and the present
- develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
- understand the meaning of Time and Chronology and the reasons for Change and Continuity
- analyze the sometimes complex cause-and-effect relationships, and multiple perspectives of ideas and events, also recognizing the effects of the 'accidental' and 'irrational' on history
- recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
- discuss how history can be used as a vehicle for processes, knowledge and understanding of Citizenship education

Week 5	Definition, Rationale and Methods of History • Key concepts: Time and Chronology • Change and Continuity
Week 6	Cause and Effect • Multiple causation • Multiple perspectives, Interpretation of history • Reflection and Review

Unit 3: Geography - People, Place and Environment

This unit examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The skills required for teaching and learning geography are also included in this unit.

Unit Outcomes
By the end of this unit the students will be able to:

- explain human and environmental interaction

- compare world regions and their historical, cultural, economic and political characteristics
- evaluate various perspectives on any issue

Week 7	Definition and Rationale for teaching and learning Geography Key Concepts/Themes of Geography: Location, Place, Human- environmental Interactions, Movement, Regions Skills required for teaching and learning Geography
Week 8	Global Warming—exploring the issue • Global Warming—a myth or reality? • Controversy about the theory of, and responses to Global Warming • Reflection and Review

Unit 4 Culture and Diversity

This unit gives the teachers an understanding of culture, diversity, and world view— the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. It also includes an understanding of the interdependent relationship among individuals, societies and the environment –locally, nationally, and globally—and the implications for a sustainable future. Peace concepts, the skills and dispositions for prevention, management and resolution of conflict to build more peaceful societies are also included in this unit.

Unit Outcomes
By the end of this unit the students will be able to:

- understand the concept of culture and how it is transmitted
- develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
- recognize the special strategies required to allow the different elements within a pluralistic society to live together amicably
- recognize and appreciate the multicultural and multiethnic dimensions of a society and the contributions made by various groups
- appreciate the similarities and differences that exist among societies of different times and places
- develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes

Week 9	Rationale for the study of Culture • The Dynamic Nature of Culture • Groups and Institutions
Week 10	Society, Socialization • Civilization • Cultural Adaptation
Week 11	Assimilation, Acculturation • Diffusion, Dissonance • Multiculturalism and its implications • Reflection and Review

Week 12	Interdependence
	• Peace and Sustainability • Understanding Peace and Conflict
Week 13:	Why 'Peace Education', Teaching children the skills to resolve conflicts • Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving • Communication and Negotiation • Reflection and Review

Unit 5 Power, Authority and Governance

This unit gives teachers an understanding of the various ideologies and forms of power; the origins, functions, and sources of government power and the roles played by individuals and groups.

Unit Outcomes

By the end of this unit the students will be able to:

- develop an understanding of power and its forms and an appreciation for the balance of power established by the constitution between majority and minority, the individual and the state, and government 'by' and 'for' the people

Week 14	Power, Government Systems and Regimes • Institutions of Government, political processes and participation • Civil society—individuals, groups and institutions • Reflection and Review

Unit 6 Production, Distribution and Consumption

The study of economic concepts, principles, and systems in this unit enables students to understand how economic decisions affect their lives as individuals and as members of society.

Unit Outcomes

By the end of this unit the students will be able to:

- recognize and analyze the economic systems of various societies and their responses to the three basic economic questions: what to produce (value), how and how much to produce (allocation), and how to distribute (distribution)
- recognize and discuss the economic global interdependence of societies

Week 15	Definition of and Rationale for teaching and learning of Economics • Conflict between wants and resources, Choice, Scarcity • Opportunity cost
Week 16	Economic systems • Production and distribution of Wealth • Supply and demand • Reflection and Review

Recommended Texts

1. Anderson, L. H. (2018). *Chains.* New York: Atheneum Books for Young Readers.

Suggested Readings

1. Brophy, J. and Alleman, J. (2006). *Powerful social studies for elementary students.* Belmont, CA: Thomson Wadsworth.
2. Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report.* Springer.

The following websites will provide additional information.
www.proteacher.com
This website has teaching ideas and resources, lesson plans etc. for elementary school

www.moneyinstructor.com
This website has worksheets, lessons and activities for teaching money, business and life skills. The ideas could be useful for teaching economics topics

www.educationworld.com
Educational research blogs, templates, tutorials, worksheets, lesson plans are many other articles with very good ideas for teachers are available on this site

www.pbs.org
A variety of videos, on culture and society, history topics, science and nature, etc are available on this site

www.teachingideas.co.uk
Lesson ideas, plans, activities, resources which can be used by teachers in their classrooms are available on this site

www.learner.org
This site offers Teachers' professional development and classroom resources and activities across the curriculum

www.geography-site.co.uk
A comprehensive site exploring geography with online lessons, revision sheets and easy to read information about geography topics

www.teachervision.fen.com/diversity/teacher resources/33631.html
Teachers could use the resources on this site to teach students to respect differences among people in their community and around the world

www.salsa,net/peace/teach/teachers.html
Peace tools for teachers could be found on this site

EDUC-6225 Islamic Studies- Content 3 (3-0)

COURSE DESCRIPTION

This course is aimed to provide basic information about Islamic Studies and enhance understanding of the students regarding Islamic Civilization. It majorly comprises of the importance of life and that after death. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammadﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully. This subject will improve student's skill to perform prayers and other worships and will enhance the skill of the students for understanding of issues related to faith and religious life. The course remains totally indifferent to the personal beliefs of the students, to any sectarian identity they espouse, and any doctrinal point of view they hold. Its overriding aim is to introduce the student to the academic study of Islam—Islam here denoting both a religious system, grounded upon certain normative revealed sources, as well as a civilization unfolding over time as a complex network of cultures shaped by historical contingencies.

COURSE OUTCOMES

This course is aimed at:

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

Course Outline

Introduction to Quranic Studies

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

Study of Selected Text of Holly Quran

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

Study of Selected Text of Holy Quran

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

Seerat of Holy Prophet (S.A.W)

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

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

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

Introduction To Sunnah

1) Basic Concepts of Hadith
2) History of Hadith

3) Kinds of Hadith
4) Uloom –ul-Hadith
5) Sunnah & Hadith
6) Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction To Islamic Law & Jurisprudence
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

Islamic Culture & Civilization

1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and contemporary issues

Islam & Science

1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quranic & Science

Islamic Economic System

1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam

1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Government in Islam

Islamic History

1) Period of Khlaft-E-Rashida
2) Period of Ummayyads
3) Period of Abbasids

Social System of Islam

1) Basic Concepts of Social System Of Islam
2) Elements of Family
3) Ethical Values of Islam

Recommended Texts

1. Hameed ullah M. (2016). *Muslim conduct of state.* Islamabad: Hussain Hamid
2. M. Farkhanda Noor (2009) *Islamiat for students of O' levels*. Lahore: Ferozsons Limited.

Suggested Readings

1. Wael B. Hallaq, W. B. (2013). *An introduction to Islamic law*. England: Cambridge University Press. https://doi.org/10.1093/jis/ets090
2. Zia-ul-Haq, M. (2001). *Introduction to Al Sharia Al Islamia.* Islamabad: Allama Iqbal Open University

Inter Disciplinary Course-1 3(3-0)

Interdisciplinary courses play a crucial role in the professional development of teachers. Such courses help to build holistic understanding by exploring connections and relationships across different disciplines, teachers gain a broader perspective on their field of expertise. This comprehensive understanding helps them deliver more engaging and meaningful lessons to their students.

They are also designed to encourage teachers to integrate knowledge from various disciplines into their teaching practices. They learn to draw connections between different subjects, allowing them to create interdisciplinary lesson plans and activities. This integration helps students see the relevance and interconnectedness of different subjects, promoting a deeper level of learning.

They may help in problem solving, collaboration and team work, which enhances the overall quality of education. Interdisciplinary courses emphasize the application of knowledge in real-world contexts. Teachers learn to bridge the gap between academic concepts and their practical implications. This approach helps students understand how different disciplines intersect and apply their knowledge to real-life situations, preparing them for future challenges and careers.

Overall, inter-disciplinary courses for teachers are important because they promote a comprehensive understanding of subjects, enhance problem-solving skills, foster collaboration, meet diverse student needs, highlight real-world relevance, and contribute to continuous professional growth. By incorporating interdisciplinary approaches, teachers can create dynamic and engaging learning environments that prepare students for the complexities of the modern world.

Note: Students have to opt total 4 Courses from this section in semester 5—8

In Semester 5, One Course is to be selected

Inter Disciplinary Courses (Students have to opt 4 Courses)			
Sr	Code	Course	Credit
1	URCS-5108	Introduction to Statistics	3
2	EDUC-6231	Food and Nutrition	3
3	EDUC-6232	Regional Culture and Literature	3
4	PSYC-5101	Introduction to Psychology	3
5	ULAW-5130	Introduction to Basic Laws	3
6	URDU- 5101	Functional Urdu	3
7	SOWK-6135	School Social Work	3
8	PUNJ-5111	Introduction to Punjabi Literature	3

EDUC-6204 Classroom Management 3(3-0)

Course Description

One of the reasons cited for teacher burnout is the challenge of classroom management. This comes as little surprise since classrooms are crowded, busy places in which students of diverse backgrounds and learning styles must be organized, directed and actively involved in learning. Many events need to occur simultaneously, the course of these events is often unpredictable and teachers must react often and immediately to evolving problems and needs. Teaching in such settings requires a highly developed ability to manage people, space, time and activity. In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at a philosophy of classroom management that places 'learning' as an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of 'what to teach' and 'how to teach it' and view lesson planning as the consequence of these decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community-building.

COURSE OBJECTIVES:

After completing this course, prospective teachers will be able to:

- define classroom management as a means to maximizing student learning.
- identify key features of a well-managed classroom.
- plan lessons, activities and assignments to maximize student learning.
- differentiate instruction according to student needs, interests and levels.
- design and practice predictable classroom routines and structures to minimize disruptions
- plan for a culture of caring and community in the classroom

COURSE OUTLINE	
Unit 1—**Learning Theories and Classroom Management** (4 weeks/12 hours)	
Week 1	Why a course on Classroom Management? How does a teacher's personal philosophy about teaching and learning affect his or her beliefs about classroom management? What happens in a well-managed classroom?
Week 2	Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)
Week 3	What are the features of Classroom Management? (physical environment, social environment) What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ? What kind of classroom environment do I want?

Week 4	What do I need to think about in designing the effective classroom environment? o Identifying resources for learning o Using displays and visuals for enhancing the learning environment in the classroom o Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment o Building the social environment

Unit 2-- **Curriculum and Classroom Management** (4 weeks/12 hours)	
Weeks 5-8	How can my curriculum support the classroom management? In what ways can the teacher create a plan for teaching and learning that is consistent with her/his philosophy? o Planning, motivation, teaching and assessing the curriculum o Differentiation of instruction o Multi-grade classrooms

Unit 3—**Routines, Schedules and Time Management in Diverse Classrooms** (3 weeks/9 hours)	
Weeks 9	What are classroom 'routines' and 'structures' and how do they help in the management of classroom time? How do you create structures and routines in a multi-grade context? How can routines and structures help me deal with special needs and situations?
10	How might routines and structures be used to teach specific subject content like Math, Science or Literacy?
11	How might routines and structures be used to promote cooperation and collaborative learning?
Unit 4—**Creating Shared Values and Community** (2 weeks/ 6 hours)	
Week 12	Over-crowded classrooms What is community inside and outside the classroom and school? What is community participation and involvement
Week 13	How can I manage involvement of the community in my classroom? What routines and structures need to be put in place? In what ways might community involvement be different in multi-grade classroom?
Week 14	How can I create an "ethic of care" in my classroom? o diverse classrooms as caring, democratic communities o respectful relations between teacher and students, students and students
Week 15	How can a caring classroom help me build responsible actions and personal accountability? What happens when behavior breaks down? How do I deal with unexpected events?
Unit 5—**Planning the Classroom Environment I Would Like**	
Week 16	How can I use what I have learned to create the classroom I want? o Peer critique and review of final projects o Summary and closure

LEARNING AND TEACHING APPROACHES:

This course assumes that prospective teachers will develop their own plans for classroom management as a result of all they learn in the sixteen weeks that follow.

This course relies on peer discussions, independent reflections and class lectures. It also assumes that student teachers will read all the recommended text and ask provocative questions of themselves and during class. Students are expected to listen with tolerance to new points of view and contribute their understanding and experiences during discussions.

Recommended Texts

1. Evertson, C. M., & Emmer, E. T. (2019). *Classroom management for elementary teachers (9th Ed.).* Upper Saddle River, NJ: Pearson.
2. Marzano, R. J. (2013). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

Suggested Readings

1. Canter, L. (2018). *Assertive discipline: More than names on the board and marbles in a jar.* Retrieved from http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm
2. Evertson, C., Poole, I., & IRIS (2016). *Norms and expectations.* Retrieved from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003- ICpdf

Note: The PDF versions of each of the books listed below can be read online for free from the web-links given below.

Classroom Management That Works: Research-Based Strategies for Every Teacher By Robert J. Marzano, Jana S. Marzano, Debra Pickering

http://smkbp.com/attachments/Ebook%20-%20Classroom%20Management%20That%20Works.pdf

Chapter 1—Introduction to Proactive Classroom Management
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

The Multi-grade Classroom: A Resource handbook for Small Rural Schools--Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory, Portland, Oregon 97204.
http://educationnorthwest.org/webfm_send/1152

Evertson, C. M., & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th Ed.). Upper Saddle River, NJ: Pearson.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher.*
Alexandria, VA: Association for Supervision and Curriculum Development.

EDUC-6205 Digital Pedagogy and Educational Technology 3(3-0)

Course Description

In today's rapidly evolving educational landscape, the integration of technology has become increasingly important in fostering engaging and effective learning experiences. This course aims to equip students with the knowledge, strategies, and tools to leverage educational technology and digital pedagogy to enhance teaching and learning. They will examine the significance and benefits of integrating technology in educational settings, considering the impact on student engagement, personalized instruction, and preparing students for the future and examine the significance and benefits of integrating technology in educational settings, considering the impact on student engagement, personalized instruction, and preparing students for the future. Similarly, designing effective digital learning experiences is a crucial and therefore, students will utilize instructional design principles and explore strategies for creating engaging and interactive digital content.

Course Objectives

Students will be able to;

1. Understand the fundamental concepts and theories of digital pedagogy and educational technology.
2. Identify and evaluate the appropriate digital tools and resources for enhancing teaching and learning experiences.
3. Apply instructional design principles to integrate educational technology effectively into teaching practices.
4. Demonstrate proficiency in using various digital tools and platforms to create engaging and interactive learning materials.
5. Analyze and interpret data from educational technology tools to inform instructional decision-making and improve student outcomes.
6. Demonstrate an understanding of the responsible use of digital technology and online platforms, including respecting privacy, intellectual property, and online etiquette.
7. Develop indigenous and low cost material as instructional aids.

Course Outline

1. Digital Pedagogy and Educational Technology
   - 1.1 Introduction to Digital Pedagogy and Educational Technology
   - 1.2 Defining digital pedagogy and educational technology
   - 1.3 Historical context and evolution of digital pedagogy and educational technology
   - 1.4 Approaches and Scope of Educational Technology
   - 1.5 Importance and benefits of integrating technology in education
2. Pedagogical Approaches and Strategies in Digital Learning
   - 2.1 Understanding different pedagogical theories and models
   - 2.2 Applying constructivist and inquiry-based learning in a digital context
   - 2.3 Promoting active learning through technology-enhanced activities
   - 2.4 Addressing diverse learning styles and needs using digital tools
3. Educational Technology Tools and Platforms
   - 3.1 Overview of educational technology tools and their functionalities
   - 3.2 Learning management systems (LMS) and their role in digital pedagogy
   - 3.3 Collaboration and communication tools for online learning
   - 3.4 Assessment and feedback tools for measuring learning outcomes
   - 3.5 Educational software and applications
   - 3.6 Open educational resources (OER) and digital libraries
   - 3.7 Blogs, Wikis, Podcast, Vodcast, Webinars, Virtual & Augmented Reality, Social Media and Online Communities

4. Instructional Media
    4.1 Use of locally available low cost material of educational technology
    4.2 Defining audiovisual aids, types and their role in education
    4.3 Visual aids: Posters, charts, graphs, and diagrams, globe, Flashcards
    4.4 Projection aids: Overhead projectors, document cameras, and slides
    4.5 Audio aids: Recordings, podcasts, and music
    4.6 Multimedia aids: Videos, animations, and interactive presentations
    4.7 Educational Boards: Whiteboards, Smartboards, Bulletin Boards, Flip Charts, Pin Boards, E-Boards
8. Designing Effective Digital Learning Experiences
    5.1 Principles of instructional design for digital environments
    5.2 Creating engaging multimedia content for digital learning
    5.3 Adapting curriculum and resources for online and blended learning
    5.4 Designing & Incorporating to gamification and game-based learning experiences
    5.5 Incorporating educational games and simulations in instruction
9. Digital Citizenship and Online Safety
    6.1 Promoting responsible use of technology and online resources
    6.2 Teaching students about digital etiquette and ethics
    6.3 Addressing online privacy and security concerns
    6.4 Supporting students in developing digital literacy skills
10. Assessment and Evaluation in Digital Pedagogy
    7.1 Strategies for assessing learning in a digital context
    7.2 Formative and summative assessment methods using technology
    7.3 Using data analytics for monitoring student progress and engagement
    7.4 Evaluating the effectiveness of digital pedagogy interventions
11. Ethical and Legal Considerations in Digital Pedagogy
    8.1 Copyright and fair use guidelines for digital content
    8.2 Intellectual property and attribution in digital learning materials
    8.3 Managing student data and privacy in compliance with regulations
    8.4 Ethical considerations in collecting and analyzing student data
12. Future Trends in Digital Pedagogy and Educational Technology
    9.1 Exploring emerging technologies and their potential impact on education
    9.2 Virtual and augmented reality in digital pedagogy
    9.3 Artificial intelligence and machine learning applications in education
    9.4 Personalized learning and adaptive technologies
    9.5 Interactive and immersive digital learning experiences

Recommended Texts:

1. Huang R., Spector J.M., Yang J. (2019). *Educational Technology. Lecture Notes in Educational Technology*. Springer, Singapore.https://link.springer.com/book/10.1007/978-981-13-6643-7
2. Huang, R. J., Spector, M., & Yang, J. (2019). *Educational Technology*. Springer Nature Singapore PTE Ltd. DOI: https://doi.org/10.1007/978-981-13-6643-7
3. *Serim, F., & Roe, K. E. (2017). Digital Learning: Strategies for Teachers and School Leaders.*

Suggested Readings:

1. Stommel, J., & Morris, S. M. (Eds.). (2019). Digital Pedagogy: A Growing Collection of Digital Pedagogy Assignments.
2. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York: Routledge.
3. Davies, S., Colvert, A., & Yorston, I. (2016). The Digital Teaching Professional Framework: Unlocking Digital Pedagogies for Teachers.

EDUC-6218 Teaching of General Science 3(3-0)

COURSE DESCRIPTION

This course will strengthen prospective elementary teachers' subject matter knowledge. It provides further opportunity to deepen the pedagogical science content knowledge required to effectively teach general science in elementary school. The course covers core concepts in physical science, life science, and earth science. It also covers teaching strategies and instructional approaches that best support the development of a conceptual understanding of science. The Instructor will adopt innovative teaching approaches dominated by the inquiry approach along with cooperative learning and problem-solving, which involve Student Teachers in the active learning process. In this syllabus, the use of inquiry-based pedagogy in the paradigm of the constructivist approach should help Student Teachers experience making meaning in science, and help them relate science learning with their daily experiences. courses are designed to prepare prospective elementary teachers to teach inquiry science in grades 1-5. Their (pedagogical) content knowledge is chosen accordingly. It is recommended that prospective science teachers who want to teach science in higher elementary grades (6-8) deepen their science knowledge further by attending additional science classes offered in Year 3 and Year 4 of the B.Ed. (Hons) program.

COURSE OUTCOMES

After completing this course, student teachers will be able to:

1. Describe forms and interactions of energy and matter, including energy transfer and transformations, as they apply to chemical and physical processes with an emphasis on events/phenomena in everyday life.
2. Begin to see that complex interactions between the atmosphere, the hydrosphere, and the lithosphere in Earth's systems undergo constant change. Understand the theory of plate tectonics as it relates to Pakistan's mountain formations and earthquakes. Provide examples of advances in technologies that have made it possible to more accurately predict natural disasters and provide life-saving warnings (for floods, hurricanes, etc.). Explain how human activities influence air and water quality, ecosystems, and climate across the globe.
3. Begin to understand the vastness and age of the universe, and be able to discuss the characteristics and differences of objects within our Solar System.
4. Describe the flow of matter and energy in living systems, and apply it to the human body to explain, for instance, the circulatory and digestive system.
5. Be able to understand the purpose of scientific models and tools, and use them appropriately. Examples are the periodic table, classification tables, maps, and models of particle theory and the atom. In addition, be able to demonstrate and teach data collection, recording, and graphing to present conclusions of investigations.

Teaching-Learning Framework

Throughout this course, pedagogy is interwoven with the content development. Faculty will model inquiry teaching to student teachers in order for them to experience the learning and teaching of science in an inquiry way. Thoughtful discussions will follow such hands-on experiences to clarify the applied methods and expected learning. These reflections are essential because it is through these discussions that prospective teachers will gain essential transfer and pedagogical content knowledge needed for after graduation when they enter the field and teach science to elementary students. Therefore, it is critical to give prospective teachers the opportunity to reflect on what they are experiencing as learners as well as opportunities to practice their role as teachers. Teachers can thus develop meaningful activities around core concepts that will enable their students to gain deeper

conceptual understanding and allow them to modify these activities to best meet the needs of their individual classrooms.

This course is also designed to help students develop science thinking and process skills in addition to content and pedagogical content knowledge.

After completing this course, student teachers will be able to:

1. Apply inquiry to the teaching of science at the elementary level.
2. Identify, adapt, and modify investigations that lead to conceptual understanding.
3. Design science investigations around core concepts.
4. Understand the need for learning progressions.
5. Recognize common misconceptions and be able to respond with appropriate remedies.
6. Use open-ended questions to assess students' conceptual understanding.
7. Provide their students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts they will need in later schooling and in life.
8. Reflect on their teaching to develop a personal approach to the teaching of science.

SEMESTER II OUTLINE Unit

1: Course Overview

Week	Topics/Themes
1	Overview of course content (science and teaching) Life of scientists and the role of science in society Nature of science and its application for teaching

During this unit, prospective teachers will:

- Understand that science reflects its history and is an ongoing, changing enterprise.
- Read and reflect about the nature of science, and apply it to their own learning and teaching.
- Distinguish between observation and inference.
- Read about famous scientists and their lives, and relate their scientific quest to their own lives.
- Investigate and present a science topic of their choice, applying their science and teaching of science knowledge following specific criteria (research component, science explanations, conclusions, transfer to teaching in elementary school grades).

Unit 2: Energy Transfer, Transformations, and Conservation

Week	Topics/Themes
2	Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.) Investigating light
3	Energy transfer and transformation - Concept of conduction, convection, and radiation Law of conservation of mass and energy
4	Teaching "Energy transfer, transformation, and conservation" in elementary grades

During this unit, prospective teachers will:

- Distinguish among different forms of energy (kinetic, potential) and demonstrate that energy can be transferred and transformed.
- Provide examples of kinetic energy being transformed into potential energy and vice versa.
- Recognize that heat can spread from one place to another in predictable ways.
- Provide examples of the transfer of energy from hotter to cooler objects by conduction, radiation, or convection.
- Explain that energy can be transferred (e.g., by collisions and radiation) but never destroyed (conservation of energy).
- Differentiate the states of matter based on their energy state (e.g., the structure of molecules and atoms in these different states varies from rigid in solids to independent motion in a gas).
- View thermal energy (i.e., heat) in terms of atomic and molecular motion (i.e., the higher the temperature, the greater the atomic or molecular motion).[1]
- Compare the transmission, reflection, refraction, and absorption of light using different materials.
- Listen for student misconceptions about properties and particle theory, and try to correct them.
- Identify the underlying core science concepts in this unit for elementary students
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

[1] These objectives will be continued and deepened in Unit3, Energy and Matter where the focus of energy transfers will be on the microscopic level (between and within atoms)—for instance, understanding chemical reactions (exothermic and endothermic) and radioactivity.

Unit 3: Interactions of Energy and Matter

Week	Topics/Themes
5	Review of physical and chemical properties and physical change Solutions and solubility Conservation of mass in solutions
6	Introduction to chemical reactions Difference between chemical and physical reactions The role of energy in explaining bonds Applications of electrolysis
7	Teaching "Interactions of Energy and Matter" in elementary grades

During this unit, prospective teachers will:

- Differentiate between physical and chemical properties, and physical and chemical change.
- Gain an understanding that mass is conserved even when materials are dissolved.
- Investigate how some common materials interact to form new materials.
- Explain how in physical change properties of substances remain the same.
- Provide examples of how the properties of a product of a chemical change are different than the products of the reactants.
- Provide examples of the natural world in which energy is released (or needed) in chemical reactions (e.g., burning fossil fuels, photosynthesis).
- Be able to identify some of the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.
- Be aware of misconceptions about energy and matter, and learn what to do about them.

Unit 4: Earth's Systems Undergoing Constant Change

Week	Topics/Themes
8	Water, carbon, and rock cycle Theory of plate tectonics - Living in the shadow of the big mountains
9	Climate change
10	Teaching "Earth's Systems Undergoing Constant Change" in elementary grades

During this unit, prospective teachers will:

- See the Earth as a system consisting of major interacting components that consistently undergo change. Identify physical, chemical, and biological processes act within and among them on a wide range of scales.
- Begin to see that there are complex interactions between the atmosphere, the hydrosphere, and the lithosphere.
- Apply the theory of plate tectonics to explain the formation of Pakistan's mountain ranges and the threat of earthquakes.
- Recognize how the movement of Earth's lithospheric plates causes slow changes in Earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).
- Give examples of advances in technology that have made it possible to more accurately predict natural disasters.
- Understand how human activities influence air and water quality, ecosystems, and climate across the globe.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 5: Solar System and the Universe

Week	Topics/Themes
11	Characteristics of our Solar System Earth and Sun compared to other objects in the sky Working with and understanding large distances
12	Origin and evolution of Earth (and the Solar System)
13	Teaching "Our Solar System and the Universe" in elementary grades

During this unit, prospective teachers will:

- Differentiate groups of objects in the Solar System—including the Sun; the planets and their moons and rings; and smaller objects, such as asteroids and comets—by their size, composition, and position in the Solar System.
- Compare and contrast the properties and characteristics of Earth with those of the other planets in our Solar System.
- Explain, based on the naked eye and telescopic observation, how objects in the Solar System change position against the background of stars.
- Begin to understand the scale of time and distance involved in deep space.
- Describe how the early Earth was very different from the planet we live on today.
- Identify the underlying core science concepts in this unit for elementary students.
- Design age-appropriate, inquiry-based activities and identify learning outcomes.

Unit 6: Human Body as a System

Week	Topics/Themes
14	Flow of matter and energy in living systems Circulatory and digestive system Structure, function, and organization of different cells
15	Cell processes Cellular respiration
16	Teaching "Human Body as a System" in elementary grades

During this unit, prospective teachers will:

- Connect an organism's need for food with cells' need for food.
- Explain how multiple body systems work together to meet cell energy needs.
- Examine and describe the flow of matter and energy in living systems.
- Demonstrate through investigations that food is a source of energy (fuel) and building materials for cells.
- Relate cellular respiration to the functions of body systems (e.g., how body systems function to provide cells with the necessary raw materials).

Recommended Texts

1. Obe, W. H. (2018). *The teaching of science in primary schools*. UK: Routledge.
2. Terry, J. (2019). *Oxford secondary science teaching guide 1*. Oxford: Oxford University Press

Suggested Readings

1. Yeung, Y. Y. (2015). *General Science Teacher Education*. DOI: https://doi.org/10.1007/978-94-007-2150-0_219
2. Eikenberry, W. L. (2008). *The teaching of general science.* Chicago: The University of Chicago Press. Retrieved from https://elearn.gov.pk/books/techersGuide/6th7th8th/index.html

COURSE ASSIGNMENTS

Suggested assignments are included in the Unit Guides of the course. Some are short-term assignments and some take several weeks to complete. A mix of individual and group assignments is also provided.

These assignments are designed to deepen students' learning and allow them to research and apply their knowledge to topics of personal interest. All the assignments count toward the final grade.

Assignments are similar to those conducted in Science I but are more complex and self-directed: a) Conduct an investigation on a science topic, and present your findings and conclusions. b) Develop an investigation around a core science concept for an elementary grade.

c) Write an editorial for a local newspaper on a relevant science topic stating an opinion supported by evidence.
d) Using the inquiry approach, plan and teach a science activity in a local elementary school.

In addition, as part of Science II, prospective teachers will conduct an independent research project during the course that will mirror a real-life context and investigation.
Examples of such topics could be:

- Design a model to explain the greenhouse effect.
- Research how Pakistan generates its electricity and provide a report on how some of it could be supplemented by using renewable energy.
- Waste management and recycling
- Natural resources in Pakistan
- Natural disasters in Pakistan
- Infectious diseases

EDUC-6219 Teaching of Mathematics 3(3-0)

COURSE DESCRIPTION

Prospective teachers will become familiar with Pakistan's National Mathematics Curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan mathematics lessons and activities, and engage in practice teaching of math. This course will equip prospective teachers with knowledge and skills to teach math to grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials. They will plan math lessons and activities and practice teaching math with peers. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials like AV-adis. They will also understand the concept and need of Mathematics Laboratory and its essentials and use in teaching of mathematics.

COURSE OBJECTIVES

Students will:

- Deepen their understanding of key mathematical concepts in Pakistan's 1-8 National Mathematics Curriculum.
- Identify and assess areas of youngster's understanding and misconception to inform their teaching practices.
- Acquire the pedagogical skills and competencies required to teach Pakistan's 1-8 National Mathematics Curriculum.
- Describe the nature, history, and development of grade 1-8 mathematics education both in Pakistan and internationally.

Course Structure

Each three-session week will focus on three aspects of Math education: Mathematical Content, Learning the Math Content, and Teaching the Math Content. These will be combined to form an integrated instructional model that addresses the above learning outcomes.

4. **Mathematics Content:** The first session of the week will begin working on at least one math problem. Prospective teachers will engage in solving and discussing the problem and sharing approaches and solutions. The content will be developed so that prospective teachers will engage in mathematics *in depth* to help them connect concepts within and across the four units of the National Curriculum: Number & Operations, Algebra & Algebraic Thinking, Geometry & Geometric Measurement, and Information Handling.

5. **Learning & Pedagogy:** The week will continue with an emphasis on children's learning and teachers' instructional practices. Class participants will continue to do mathematics in order to experience approaches to teaching and learning that they can use when they teach. They will recognize that there are often multiple ways of approaching a problem (and in some instances more than one correct answer). The instructor will present questions that stimulate curiosity and encourage prospective teachers to investigate further: by themselves, with their classmates, or in local schools.

   The course will examine how children learn and develop mathematical understanding and skills and how the way children think should influence the teaching of mathematics in the

primary, elementary, and middle grades.

6. **Assignments:** Students are expected to continue learning about math and the teaching of math after class. There will be assignments to stretch prospective teachers' content knowledge so that they learn more about teaching math. Assignments will take many forms including independently solving math problems and school-based tasks.

In summary, the Teaching Mathematics is a comprehensive effort so that pre-service teachers will:

1. Build and deepen their math content knowledge
2. Study ways in which young students learn mathematics
3. Learn about and use high-quality instructional practice

COURSE OUTLINE

Week #	Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1			
1	Prime & Composite Numbers Factors & Multiples	• Anticipated Student Misconceptions	• Setting Goals for: ○ The Program ○ Teaching ○ Learning
2	Division of Whole Numbers	• Emergent Mathematical Thinking	• Lesson Design Model ○ Launch ○ Explore ○ Summarize
3	Greatest Common Factor Least Common Multiple Prime Factorization	• The Value of Student Errors	• Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking
Unit 2			
4	Operations with Fractions (1)	• Learning Mathematics with Manipulatives &	• Using Application Problems to Develop Algorithms
5	Operations with Fractions (2)	• Mathematical Problem Solving Strategies	• Physical Set-up of a Student- Centered Classroom
6	Fractions- Decimals- Percents	• Mathematical Discourse: Learning by Talking	• Designing & Managing Cooperative Group Work
7	Pie Charts	• Seeing Connections between Units of the National Curriculum	• Timing of Lessons, Pacing of Units

Unit 3			
8	□ Geometric Ratios	• Cognitive Demand of Mathematical Tasks	• Selecting Worthwhile Mathematical Tasks
9	□ Rates & Linear Functions	• The Balance Between Concepts & Skills, The Role of Drill & Practice	• Bloom's Taxonomy of Learning applied to Mathematics
10	□ Systems of Linear Equations	• Multiple Representations for a Single Mathematical Idea	• Comparing Models of Teaching ○ Deductive-Analytic ○ Inductive-Synthetic
11	□ Symmetry	• Mathematical Learning Styles and Modalities,	• Comparing Models of Teaching ○ Heuristic
		Multiple Intelligence Theory	○ Interactive ○ Hands-on
12	□ Volume & Surface Area	• Learning Mathematics by Writing	• Comparing Models of Teaching ○ Problem-based Learning ○ Project-based Learning
13	□ Measurement & Precision	• Precision in Mathematical Vocabulary and	• Differentiating Assignments
Unit 4			
14	□ Data: Estimation & Large Numbers	• Learning Mathematics with Available	• Differentiating Assessments
15	• Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education		
16	• Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education		

Recommended Texts

1. *Basserear, T. (2017). Mathematics for elementary school teachers.* Belmont, CA: Brooks/ Cole

Suggested Readings

1. Haylock, D. (2016). *Mathematics explained for primary teachers*, 4th ed. Thousand Oaks, CA: SAGE Publications.
2. Thong, H.S. and Hong, K.N. (2015). *New additional mathematics (for O' level).* Karachi: paramount publishing Enterprise.
3. Bennett–Jr., A.B. and Nelson. L.T. (2014). *Mathematics for elementary teachers: A conceptual approach. (6th Ed.)*. Boston: McGrew-Hill.

These resources provide additional information about math education and the mathematical topics addressed during the course.

EDUC-6222 **Teaching of Urdu** **3(3-0)**

نصاب برائے تدریسِ اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم/سمیسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

کریڈٹ:۳

پیش لازمہ: (PREREQUISITES)

تدریسِ اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سمیسٹر اول میں اردو کورس کامیابی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیرِ تربیت اساتذہ نظریہ آموزشِ زبان (The Theoryof Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE -RICH ENVIRONMENT) کے حوالے سے تدریسِ زبان کو سمجھیں گے۔ ماہرینِ زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل گرائمر کہلاتا ہے۔ بچے اپنی معصوم عمر ہی میں ہم سے اچھے زبان کے متعلم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطانی جماعتوں کی درجہ بندی کی گئی ہے۔ لسانی مہارتوں کو جماعت بندی کے تحت عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریسی طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دسترس کے نقطہ نظر سے آڈیو لنگوئل اور ٹوٹل فزیکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پیمائش اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشاراتِ سبق کامیاب تدریسی حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایلیمینٹری اساتذہ جماعت اول تا ہشتم جدید سبقی اشارات نا صرف خود تیار کریں گے بلکہ ایلیمینٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سبقی اشارات کی تیاری اور عملی مشق کورس کا آخری یونٹ نہیں بلکہ دورانِ کورس جاری رہے گی۔

حاصلاتِ کورس: COURSE OUTCOMES

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- نظریہ آموزشِ زبان (The Theory of Teaching of Language) کے فطری تقاضوں کو سمجھ سکیں۔
- اردو زبان شناسی پر عبور حاصل کر سکیں۔
- سن کر لہجے، تلفظ کی ادائیگی اور الفاظ کے آہنگ کا لطف لے سکیں۔
- بڑھ کر جملہ سازی کی تحریری مشق کر سکیں۔
- پڑھ کر زندگی سے متعلق مختلف موضوعات پر عمدہ تحریریں پیش کر سکیں۔
- جائزہ و آزمائش کے جدید ترین انداز سبقی اشارات میں بتا سکیں۔
- طریقہ ہائے تدریس میں عملی کا مظاہرہ کر سکیں۔
- ابتدائی سے وسطانی سطح کے تدریسی کورس پر سمعی بصری معاونات و سبقی اشارات تیار کر سکیں۔

تعلّمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

نظریہء آموزشِ زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سننا شروع کر دیتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو جانچتے، پرکھتے اور معیارِ استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلّمی رسائی زیرِ تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیارِ زبان کے اصولوں پر پرکھے جاسکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیرِ تربیت اساتذہ کو اپنی تعلّمی ذمے داری بڑھانے کا موقع فراہم کرنا ہے۔

یونٹ ۱

نظریہءزبان

(THEORY OF LANGUAGE)

تعارف:

زبان کے متنوع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، عزیز و اقارب اور اساتذہ کی جانب سے میسر آتا ہے۔ اس یونٹ میں زیرِ تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات EATURES OF A LANGUAGE -RICH ENVIRONMENT کو سمجھتے ہوئے آموزشِ زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمتِ عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، اردگرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور منظوم و نثری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، متنی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیرِ تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سقمی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس یونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کرسکیں۔

پہلا ہفتہ

- نظریہءزبان (THEORY OF LANGUAGE)
- آموزشِ زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- اردو زبان کا متنوع ماحول

دوسرا ہفتہ

- اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، متنی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تدابیر

تیسرا ہفتہ

- جدید سقمی ڈیزائن

- تدریسی تکنیک
- سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش تر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیرِ نگرانی اپنی حکمتِ عملی طے کریں گے۔

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے اردگرد مبہم آوازیں اس کے لیے جلد از جلد زبان از بر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریسِ زبان میں بھی پہلی مہارت سننا سکھانا یا تدریسِ سماعت ہے۔ جماعت اول تا ہشتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۷۵۶ آیات میں مطالعہ ء کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شئے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بہ ذریعہ سماعت تدریس کیسے کی جائے۔ اوصافِ خوش خوانی تدریسِ نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیرِ تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل) کو جدید سبقی اشارات میں دورانِ عملی تدریس استعمال کریں گے۔ زیرِ تربیت اساتذہ کی تدریس دورانِ کورس جاری رہے گی۔ اس لیے ایک ہفتہ سبقی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیرِ تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بہ ذریعہ سماعت تدریس کا گر سیکھ سکیں۔

چوتھا ہفتہ

- اوصافِ خوش خوانی/کرداری مقاصد (تلفظ، روانی، تاکید، لب ولہجہ، تفصیل)
- بنیادی لسانی عادات/مہارتیں تعارف (بولنا، سننا، سمجھنا)
- بولنا اور سننا (فنکشنل، آڈیو لنگوئل اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- بہ ذریعہ قصہ/کہانی (تمثیل، ڈراما، قصہ گوئی)
- بہ ذریعہ کھیل (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)
- بہ ذریعہ مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ ء کائنات)

چھٹا ہفتہ

- پرائمری سطح پر تدریسِ نظم
- مڈل سطح پر تدریسِ نظم
- فی البدیہہ نظم گوئی

ساتواں ہفتہ

- سبقی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- سبقی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمتِ عملی نظم ونثر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیرِ تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تحلیلی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشاراتِ سبق کی تیاری میں خوب کرسکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کروانا جو ہر سطح پر کی جاسکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استحسان و استدلال مدِ نظر رکھ سبقی اشارات تیار کیے جائیں گے۔ کیوں کہ اشاراتِ سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیرِ تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آٹھواں ہفتہ

- طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- الف بائی، ملفوظی، تحلیلی طریقے
- فنکشنل/عملی اردو

نواں ہفتہ

- زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- تدریسِ قواعد (بہ ذریعہ نظم)
- تدریسِ قواعد (بہ ذریعہ اقتباس)

دسواں ہفتہ

- رول پلے، بازرسی (FEED BACK)
- فنکشنل/عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- منظومات پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت اول تا سوم
- نثر پر مبنی اسباق کی منصوبہ بندی — جماعت چہارم تا ششم

یونٹ ۴

جائزہ وآزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مدرّس کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرّس کے اشارات، سبق کی خوبی اس کے موقف کی موزونیت، اس کی تدابیر، توضیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے سائنٹفک قالب تیار کرنا اس یونٹ کا کارآمد پہلو ہے۔ ایلیمینٹری اساتذہ جماعت اول تا ہشتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کرسکیں گے۔

بارھواں ہفتہ

- جائزہ وآزمائش تعارف
- سوالات کی تکنیک، مشق
- کلوز ٹیسٹ، کثیر انتخابی
- آزمائش (TEST)

تیرھواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودھواں ہفتہ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطانی سطح کے سانچے (جماعت چہارم تا ششم)
- مڈل/ وسطانی سطح کے سانچے (جماعت ہفتم وہشتم)

پندرھواں ہفتہ

- منظومات پر مبنی اسباق (جماعت چہارم تا ششم)
- نثر پر مبنی اسباق (جماعت ہفتم وہشتم)
- منظومات پر مبنی اسباق (جماعت ہفتم وہشتم)
- نثر پر مبنی اسباق (جماعت ہفتم وہشتم)

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار رنگا رنگ، بامعنی اور جدید ہوں۔

۲۔ رموزِ اوقاف پر اس انداز سے سبقی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموزِ اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سبقی خاکہ جمع کروائیں۔

۳۔ دو گروپوں میں سننے/بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک ہفتے میں جمع کروائیں گے۔

۴۔ جماعت اول اور ہشتم سے دو اسباق پر سانختفک قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

یہ ہمارا روزمرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان خود بہ خود ایک مختصر عرصے میں بولنا شروع کر دیتا ہے۔ اس عام مشاہدے کی غور طلب بات یہ ہے کہ ایک چھوٹا بچہ جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان جیسی پیچیدہ

چیز خود بہ خود کیسے سیکھ لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیچر نے اُسے بتایا ہے کہ بولا کیسے جاتا ہے اور نہ والدین نے اسے بولی جانے والی زبان کے اسرار و رموز سمجھانے کی کوشش کی۔ کسی بیرونی دباؤ یا درس و تدریس کے بغیر پیدائش کے دو سالوں کے اندر اندر بچے کا زبان سیکھ جانا صرف حیرت ناک عمل ہی نہیں ہے بلکہ تدریس زبان کے اساتذہ کے لیے اس میں ایک عظیم سبق پنہاں ہے۔

زبان سیکھنے کے اس قدرتی عمل سے یہ بات اخذ کرنا مشکل نہیں ہے کہ زبان سیکھنا ایک فطری عمل اور بچہ یہ خداداد صلاحیت لے کر پیدا ہوتا ہے۔ بچہ کا ماحول اس خداداد صلاحیت کو پروان چڑھانے میں اہم کردار ادا کرتا ہے۔ ایک ایسا ماحول جہاں بچے کے لیے محبت، عزت اور آزادی ہو بچے کو سیکھنے کے عمل میں مدد کرتا ہے۔ Noam Chomsky کے نظریے کے مطابق دنیا میں آنے والا ہر بچہ اپنے ساتھ دماغ میں ایک خاص عضو لے کر آتا ہے جسے Language Acquistion Device کہتے ہیں۔ زبان سیکھنے کے بنیادی اصول و اجزا پیدائشی طور پر موجود ہوتے ہیں۔ پیدائش کے بعد جب بچہ اپنے ماحول میں بولی جانے والی زبان سنتا ہے تو اس کی زبان سیکھنے کی فطری صلاحیتیں متحرک ہو جاتی ہیں اور کچھ عرصے میں بچہ کا دماغ بولی جانے والی زبان کی پیچیدگی کو سمجھنے لگتا ہے اور بچہ زبان بولنا شروع کر دیتا ہے۔

سننا اور بولنا دو اہم لسانی مہارتیں ہیں۔ عام طور پر تدریس اُردو میں ان مہارتوں پر توجہ نہیں دی جاتی۔ آموزش زبان کی ابتدا سننے سے ہوتی ہے اور سننے کا ردعمل بولنے کی صورت میں سامنے آتا ہے۔ اگرچہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشو و نما پاتی ہیں مگر انھیں بھی جلا دینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب ردعمل کا اظہار کرنا اور مناسب لب و لہجہ اختیار کرنا وغیرہ سننے اور بولنے کے مختلف مرحلے ہیں اور ان کے لیے مناسب تربیت بہت اہمیت رکھتی ہے۔ کیوں کہ

- سننے اور بولنے کی فطری صلاحیتوں کو جلا ملتی ہے۔
- غور سے سننے اور سننے کے عمل کو مؤثر بنانے کی صلاحیت پیدا ہوتی ہے۔
- درست زبان میں اپنے دل کی بات سادہ اور قابل فہم انداز سے بیان کرنے کی اہلیت پیدا ہوتی ہے۔
- بلا جھجک، اعتماد اور روانی کے ساتھ گفتگو کی صلاحیت پیدا ہوتی ہے۔

یہ ہم سب کا مشاہدہ ہے کہ ایک ایسا ماحول جہاں بچے کو زبان بولنے کی آزادی ہو، جہاں اُس کو گفتگو کرنے کے مواقع ملتے ہوں اور جہاں اس کی عزت نفس کا احترام ہوتا ہو اُس کو زبان سیکھنے میں بہت مدد دیتا ہے۔ اُردو زبان کے اس کورس میں جہاں ان مہارتوں کے خاص پہلوؤں کی پر توجہ دی گئی ہے۔ وہیں ان مہارتوں کو پروان چڑھانے کے لیے ادبی/نصابی کتب سے مربوط کیا گیا ہے۔ لسانی مہارتوں کو مربوط پروگرام کے تحت

زیر تربیت اساتذہ کے لیے دیے گئے۔ اس کورس کے تمام یونٹوں کی اس طرح منصوبہ بندی کی گئی ہے کے چاروں لسانی مہارتیں یونٹ کا بنیادی مرکز رہیں۔ زیر تربیت اساتذہ تمام یونٹوں کی تدریس کے دوران اشارات سبق کی تیاری اور عملی مشق بھی سرانجام دیں گے۔ اور ایسی سرگرمیاں بچوں کے لیے تیار کریں گے جس سے بچے نہ صرف سرگرمی سے پڑھنے اور سمجھنے میں حصہ لیں بلکہ انھیں پڑھنے، لکھنے سننے اور بولنے کے مواقع بھی ملیں۔

ابتدائی سے وسطانی جماعتوں میں اُردو کی نصابوں کتاب میں دیے گئے ہر سبق کا مقصد تدریس اُردو ادب کی مختلف اصناف سے واقف کروانا بھی ہے۔ دوران تدریس اگر اساتذہ کرام اس نقطے کو خاطر میں نہیں لائیں گے تو اُردو پڑھانے کا حق ادا نہیں ہوگا۔ مثلاً چچا چھکن کا سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جا سکے دوران تدریس اگر اساتذہ بچوں کو یہ غور کرنے میں مدد نہیں کریں گے کہ امتیاز علی تاج نے چچا چھکن کا کردار یا ٹوٹ بٹوٹ کیسے تراشا ہے، کس طرح اس کردار کو پیش کیا ہے وغیرہ تو اس سبق کو پڑھانے کا مقصد پورا نہیں ہوگا۔ اسی طرح یہ بات شخصیت نگاری، منظر نگاری، آپ بیتی اور سفر ناموں والے اسباق پر لاگو ہوتی ہے۔ اس لیے اس کورس میں اصناف ادب کو درج بالا جماعتوں کے مطابق درجہ بندی اور لسانی مہارتوں کے تحت شاملِ نصاب کیا گیا ہے۔

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب تدریس کی جائے، بہت اہم ہے بنیادی تدریسی تکنیک کے بغیر یہ ممکن نہیں کہ استاد اپنے مقصد میں کامیاب ہو جائے۔ اور یہ شعبہ ایسا ہے جس میں تبدیلی، چیلنج اور گنجائش ہر وقت موجود رہتی ہے اس لیے اس کورس میں جانچنے، پرکھنے اور معیار مقرر کرنے کے نئے پیمانے دورانِ تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے فنکشنل/عملی اندازِ تدریس کی جانب ثبت قدم ثابت ہوگا۔

اردو سے متعلق غلط فہمیوں کا إزالہ

اُستاد کا اُردو رسم الخط میں مہارت رکھنا خصوصاً ابتدائی جماعتوں میں از حد ضروری ہے۔ اردو کو آسان مضمون سمجھنے کی وجہ سے اردو پڑھانے والے اکثر اردو زبان کے استاد نہیں ہوتے اور اگر موجود بھی ہوں تو شاید ادب کے طالب علم تو ہوں مگر زبان کے استاد نہیں۔ گفتگو میں پہلا مرحلہ لب و لہجے کی درستی کا ہے۔ اس کے لیے صحیح تلفظ سکھانا ضروری ہے۔ تلفظ سے مراد یہ ہے کہ ہر حرف کی آواز اس کے صحیح مخرج کے ساتھ ادا کی جائے اور ہر لفظ نہ صرف درست طریقے پر بولا جائے بلکہ الفاظ کے درمیان مناسب ٹھہراؤ، فاصلے اور وقفوں کا تعین کیا جائے۔

حرکات و سکنات کا صحیح استعمال کیا جائے اور ادائیگی ٹھہر ٹھہر کر مناسب لہجے کے ساتھ کی جائے۔ تلفظ کی درستی کے لیے استاد کو اپنا نمونہ پیش کرنا چاہیے۔ نہ صرف یہ کہ وہ خود صحیح تلفظ ادا کرے بلکہ اس مقصد کے لیے صحیح زبان بولنے والوں کو سنے، ان کے ساتھ گفتگو کرے اور معیاری لغت استعمال کرے۔ موقع کی مناسبت سے صحیح تلفظ اور ادائیگی کے ساتھ الفاظ بولے۔ چھوٹی جماعتوں میں بول چال کے لیے اپنا نمونہ پیش کرے۔ لہجے کا جو فقدان آج ہے شاید کبھی نا تھا۔ اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جا سکتا ہے۔

جدید تدریسی طریقوں سے واقفیت استاد کے پیشہ ورانہ اخلاق کا حصہ ہے اس عمل کو زبان آموزی کہتے ہیں۔ ثانوی زبانوں کی تدریس کے بہت سے طریقے رائج رہے ہیں۔ ان طریقوں کے نقائص دور کر کے انھیں بہتر بنانے کی کوشش کی جائے۔ اس طرح کئی نئے طریقے بھی وجود میں آتے ہیں۔ ہر زبان کا اپنا ایک مزاج ہوتا ہے اور ہر زبان کے اپنے تدریسی مسائل ہوتے ہیں۔ تدریسی مسائل کو سمجھتے ہوئے عملی طریقوں کو برتنا استاد کی حاضر دماغی ہی نہیں ہنر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے فنکشنل انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈر اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، سننا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے "رہنمائے اساتذہ" بھی شایع ہوتے ہیں۔ اُردو کے سلسلے میں ان کا مطالعہ استاد کے لیے ضروری ہے۔ ان میں سمعی و بصری معاونات کے کئی طریقے بتائے جاتے ہیں۔

اردو زبان کا اٹاشہ دیگر زبانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردش بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو ماند کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمے داری ہے۔

میں اکیلا ہی چلا تھا جانبِ منزل مگر
لوگ ساتھ آتے گئے اور قافلہ بنتا گیا

سفارش کردہ کتاب

1. Aziz-ur-REhman (2016). *Teach yourself Urdu in two month*. Idar Ishaat-e-Diniyat. Retrievved from https://archive.org/details/TeachYourselfUrduInTwoMonths/page/n2

تجویز کردہ کتب

1. Amanulla M.B. (2016). *Teaching of Urdu: Problems and Prospects*. Dept. of Arabic, Persian and Urdu, University of Madras, Chennai
2. Shah, A. (2016). *Teaching of Urdu: Problems and Prospects*.

EDUC-6223 Teaching of English Language and Grammar 3(3-0)

COURSE DESCRIPTION

The course aims to be comprehensive in its coverage and depth so that, on its completion, participants will have gained both a theoretical understanding of the basic principles of Second Language Acquisition and the practical knowledge of how to apply these principles effectively in the language classroom. The course focuses on ways of teaching young learners the four skills of listening, reading, speaking and writing to enable them to reach a basic level of communicative competence in both spoken and written English. In addition to learning how to teach and integrate the four skills in an interactive, learner-centered manner, participants will gain an understanding of how grammar awareness raising and vocabulary acquisition can be incorporated into a communicative teaching approach. Finally, student teachers will learn how to design and develop their own teaching materials and activities, and how to assess and test their students' language proficiency and progress. By the end of the course, student teachers should be in a position to select the methods, strategies and techniques which are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

COURSE OUTCOMES

On completing the course, student teachers are expected to:

a. have gained 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-lingualism, the natural approach, communicative language teaching.

b. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.

c. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.

d. be able to assess their students' language performance and progress using their own self- designed assessment procedures.

e. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.

f. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

LEARNING AND TEACHING APPROACHES

The communicative approach to language learning and teaching (CLT) has as its goal the acquisition of communicative competence by second language learners, and proposes a communicative syllabus and methodology as the way to achieve this goal. Since its inception in the 1980s, CLT has continued to evolve and develop, and current communicative language teaching theory and practice now draw on a number of different educational traditions and methods. As a result of this blend of teaching practices, CLT today refers not to a strict methodology but to a set of generally agreed principles that can be applied in various ways depending upon the cultural context, the level and age of the learners, and the proposed learning outcomes. This course, *Teaching English*, aims to equip prospective teachers with the effective methods and strategies they can use to help their students attain a basic level of communicative competence in English. Some traditional methods such as jazz chants and grammar consciousness-raising will be introduced to the participants as well as more authentic CLT-based methods such as task-based learning and problem solving. By the end of the course, student teachers should be in a position to select the methods, strategies and techniques which are most relevant and appropriate for teaching their students to communicate successfully in speech and writing.

COURSE OUTLINE FOR THE COURSE (6 units / 16 weeks)

Unit One: Introduction to Second Language Acquisition (2 weeks / 6 hours)
This unit will cover the first six sessions (two weeks) of the course. The objective is to give the course participants the background they will need for understanding how human beings acquire languages and the most influential ESL teaching methods and approaches that have been used in recent years.

Week One

Week 1	□ Introduction to the Course *Teaching English* □ Introduction to Unit One and Initial Activity: Exploring course participants' views of how languages are learned. □ What do people need to know to speak a foreign language well? □ Four influential ESL approaches □ The Grammar-Translation method and its limitations □ Behaviourism and the Audio-Lingual Method □ The Natural Approach
Week 2	□ The Interactionist Approach □ Practical teaching activities using the Interactionist Approach □ Criticism of the Interactionist Approach □ A quiz to review the four approaches to SLA □ Implications of the Post-Methods Era □ Factors Affecting Second Language Learning: Investigating learner differences and learning styles □ What is Communicative Language Teaching (CLT)?

Unit Two: Receptive Skills (Listening & Reading) (4 weeks / 12 hours)

Listening
The listening component of this unit will show the course participants ways of helping young learners to improve their listening skills by offering them a combination of extensive and intensive learning material. This component will also outline the different types of listening activities that have been used in the communicative classroom (including pre-, mid- and post- listening activities). In addition, it will highlight some of the problems learners face in real-life listening and suggest ways of overcoming these problems.

Reading
The reading component of this unit will begin by making the course participants more aware of what is involved in the reading process in the beginning stages (e.g. perceiving and decoding letters in order to read words, gathering meaning from the words in a written text, etc.). It will then go on to examine how teachers can help learners to develop their reading skills so that they are able to deal with more complex texts and become efficient readers who get genuine pleasure out of reading.

Week 3 **Listening**	What are listening skills? Listening as a skill: some listening theories How do children learn to listen? Some suggestions for classroom listening What does real-life listening involve? Extensive and Intensive Listening
Week 4 **Listening**	Techniques and Activities for Teaching Listening Skills communicatively in the classroom Pre-Listening, While-Listening, and Post-Listening activities Designing effective listening materials and activities for the language classroom Practical microteaching of **listening** skills in the classroom
Week 5 **Reading**	What is reading? What is the purpose of reading inside and outside the classroom? The power of reading Reading comprehension skills Some suggestions for reading activities Factors affecting learning to read in a second language The role of the teacher in extensive and intensive reading
Week 6 **Reading**	Techniques and activities for teaching reading communicatively Pre-Reading, While-Reading, and Post-Reading activities Designing and developing effective reading activities for the language classroom Practical microteaching of **reading** skills in the classroom

Unit Three: Productive Skills - Speaking and Writing (4 weeks / 12 hours)

Speaking
The aim of this component of the unit is to present student teachers with a principled approach to the teaching of speaking skills so that their students can develop a basic level of communicative competence in English. The unit outlines different types of tasks and activities that can be used by the teacher to help young learners develop fluency and accuracy in their speech.

Writing
This component of the unit will examine some of the approaches to writing that have been used in ESL teaching (controlled writing, guided writing, genre-based writing, the product approach, the process approach) and outline practical activities and tasks that can be used to help young learners develop their writing skills.

Week 7 Speaking	What are Speaking Skills? Helping learners to improve their pronunciation through the use of simple exercises and tasks How to introduce learners to the sound system of English – Use of varied drills Ways of helping learners to improve their pronunciation through practical classroom exercises (jazz chants, songs, rhymes, etc.) Teaching Basic Communication Strategies – relating functions to appropriate language forms
Week 8 Speaking	Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I o Using songs to encourage speaking o Asking and Answering simple questions o A discussion game 'Shipwrecked' Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom II o Using pictures in a speaking exercise o Using a story for acting and developing speaking Assessing CLT activities – a questionnaire Practical microteaching of speaking skills in the classroom and evaluation
Week 9 Writing	Key concepts in teaching second language writing : controlled writing, guided writing, genre-based writing, the product approach, the process approach Types of writing tasks that have been used effectively in Communicative Language Teaching Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.

Week 10 Writing	□ □How to help students by giving them language scaffolding □ □Giving useful feedback to learners on their writing. □ □Designing writing materials and activities for the language classroom □ □Practical microteaching of writing skills by groups in the classroom and evaluation of the presentations

Unit Four: **Teaching Grammar Communicatively** (2 weeks / 6 hours)

This unit is intended to show course participants how they can teach grammar in a creative, entertaining and communicative manner to help learners improve both their fluency and accuracy in speech and writing. It begins by reviewing some basic grammatical structures in English (such as subject-verb agreement, formation of questions and negatives, etc.) so that student teachers have a clear understanding of how to form and use these structures accurately themselves before they go on to teach this basic grammar to their young students. The unit then suggests ways of presenting grammar in a fun, enjoyable and meaningful way to children.

Week 11	□ □A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences. □ □Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors. □ □The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers
Week Twelve	□ □What is a communicative approach to teaching grammar? □ □Teaching techniques and activities to support communicative-based grammar learning □ □Designing and evaluating communicative grammar materials for the language classroom □ □Preparation by student teachers of their own activities for teaching grammar □ □Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

Unit Five: Teaching Vocabulary Effectively (2 weeks / 6 hours)
One aim of this unit is to show the course participants how vocabulary can be divided into function words vs. lexical words, and high frequency words vs. low frequency words. The main focus of the unit, however, is to give student teachers some practical ideas for designing their own activities and tasks for vocabulary teaching/learning.

Week 13	□ □Function words vs. lexical words □ □High frequency vs. low frequency words □ □Discussion of which English words young learners will need to know to be able to speak and write at a basic level. How should these items be presented to the learners? □ □Student teachers do web searches to choose 50 words they would like to teach to their students. Discussion in class on how and why the 50 words were selected. □ □Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?
Week 14	□ □Practical activities for teaching and reviewing vocabulary □ □Evaluating vocabulary activities □ □Student teachers prepare 15-minute vocabulary teaching activities in groups □ □Micro-teaching by the student teachers in groups of the activities prepared in the previous session

Unit Six: Assessing Language Performance (2 weeks / 6 hours)

This unit introduces the participants to some key concepts in assessment theory and to some practical ways of testing the language skills of young learners. It also outlines the kinds of tests the prospective teachers can develop themselves in order to measure how successfully their course learning objectives have been achieved.

Week 15	□ □Some basic principles and key concepts in assessment □ □Basic principles for assessing children's language learning □ □Why do we test students? □ □Tips and special considerations for Testing Young Learners □ □Conflicts between classroom learning and classroom testing and ways of reducing these conflicts □ □Ways of Marking Language Tests and Giving Feedback □ □Designing Language Tests for Young Learners
Week 16	□ □Samples of test types that can be used to test young learners □ □In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation □ □Micro-teaching in groups and evaluation of the testing materials by the class

Recommended Texts

1. Goh, C. M. (2017) *Teaching speaking in the language classroom*. Singapore: SEAMEO-RELC.

Suggested Readings

1. Cameron, L. (2015) *Teaching languages to young learners*. Cambridge: CUP.
2. Richards, J.C. (2015) *Communicative language teaching today*. Singapore: RELC.
3. Swan, M. (2005) Practical English sage. Oxford: OUP.

EDUC-6226 Teaching of Social Studies: History & Geography 3(3-0)

Course Description

The purpose of this course outlines the nature of geographical concepts and the enquiry approach, and explains their significance in geographical learning. Teaching of history & geography is the integrated, coordinated and systematic study drawing upon disciplines of social sciences such as history, anthropology, economics, political science and sociology in relation to Pakistan. This course explains modes of creativity and the stages of the 'creative' process in geographical teaching and learning. This course will identify and explore some of the key issues around teaching geography in elementary and secondary schools. Through coming to understand these issues and debates, students will reflect on and develop practice as a geography teacher and develop a greater awareness of the wider context of geography education and how this affects geography in the elementary and secondary school curriculum. This course enables prospective teachers to teach the content effectively in the classroom by using appropriate teaching strategies and methods in history & geography.

Course Objectives

Students will be able to;

1. Develop lesson plans in history and geography
2. Teach the content effectively in the classroom by using appropriate teaching strategies and methods in history & geography.
3. Distinguish the environmental changes and their impact
4. Comprehend the Geographical features of Pakistan
5. Locate and teach the soil and its link with agricultural production and livestock

Course Outline

Geography

1. Physiography
   - 1.1. What is Physiography
   - 1.2. Mountains
   - 1.3. Plateaus
   - 1.4. Plains
2. Climate
   - 2.1. Climate and weather
   - 2.2. Temperature and atmosphere
   - 2.3. Rainfall
   - 2.4. winds
   - 2.5. Air Pressure
3. Hydrology
   - 3.1. Hydrology of Pakistan
   - 3.2. Glaciers of Pakistan
   - 3.3. Rivers of Pakistan
   - 3.4. Lakes of Pakistan
   - 3.5. Agriculture general
   - 3.6. Minerals of Pakistan

4. Human settlements
   4.1. Indus valley civilization
   4.2. The Aryan Era
   4.3. Socio-cultural development
   4.4. Foundation
5. Mughal's Rule in India
   5.1. Rule of Babar and Hamayun
   5.2. Rule of Akbar
   5.3. Rule of Jahngir
   5.4. Rule of Shajahan
   5.5. Rule of Aurangzeb Alamgir
6. Effect of Islam on Hindu Society
   6.1. Political affects
   6.2. Social affects
   6.3. Economic affects
   6.4. Religious affects
7. Role of Sufia in Promotion of Islam
   7.1. Chishtia Chain/Order
   7.2. Saharwardia Chain/Order
   7.3. Qadaria Chain/Order
   7.4. Naqshbandia Chain/Order
8. Teaching
   1.1. Teaching history and geography
   1.2. Use of A.V-aids in teaching history
   1.3. Use of A.V-aids in geography
   1.4. Planning lessons
   1.5. Imparting instruction
9. Methods of teaching in History and Geography I
   9.1. Expository method
   9.2. Laboratorial or practical method
   9.3. Demonstration
   9.4. Discussion method
10. Methods of teaching in History and Geography II
   10.1 Problem solving method
   10.2 Project method
   10.3 Discovery and inquiry method
   10.4 Activity based teaching

Recommended Text:

1. Punjab Text Book Board (2018). *Curriculum for Geography grades vi -viii.* Lahore: Punjab Text Book Board.
2. Mass, P. (2015) .*Oxford history for Pakistan* (book, I.II and III). Oxford: OUP.

Suggested Readings:

1. Sit, V. (2016). *Integrated geography: Book -1, 2 and 3. (2nd Ed.)* Hong Kong: Longman. Hong Kong Education.
2. Smith, M. (Ed.). (2015). *Teaching of geography in secondary schools*. London: The Open University Press.
3. San, W.S., et al (2016). *Understanding geography.* (Book 1 &2). Singapore: Kogan Page
4. Constitution of Pakistan

http://www.mofa.gov.pk/Publications/constitution.pdf

5. Declaration on Rights and Duties of States
http://untreaty.un.org/ilc/texts/instruments/english/draft%20articles/2_1_1949.pdf

6. Pakistan Agricultural Research Council
http://www.parc.gov.pk/

7. Geographical Association: Furthering the learning and teaching of Geography
http://www.geography.org.uk/

EDUC-6227 Teaching of Islamic Studies 3(3-0)

COURSE DESCRIPTION

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah. This course will help to understand the nature and characteristics of Islamic Studies. It will help to design and use modern means and techniques in the implementation of the lessons in Islamic Studies. It will make capable to create effective assessment tools in Islamic education.

COURSE OBJECTIVES

This course aims to enable candidates to:

1. Understand the nature and characteristics of Islamic Studies.
2. Design and use modern means and techniques in the implementation of the lessons in Islamic Studies.
3. Create effective assessment tools in Islamic education.
4. Acquire the moral values and the positive trends for the teaching profession. Observe and evaluate teaching practice in Islamic Studies

Course Outline

1. Introduction to Islamic studies:

- What is Islamic studies
- Characteristics of Islamic studies
- The Importance of teaching Islamic studies
- Characteristics of Islamic studies teacher

2. Objectives of teaching Islamic studies:

- Classification of objectives
- Formulation of objectives

3. An overview of teaching skills:

- Use of questions
- Use of reinforcement
- Use of stimulation
- Use of motivation

4. Teaching methods and learning Activities:

- Dialogue, debate, brainstorming, collaborative learning, role-play and theatre –based learning, active learning, self-organized learning, thinking maps.
- Lesson planning in Islamic studies

5. Teaching of Quran:

- Basic concepts of Quran

- History of Quran
- Uloom ul Quran

6. Teaching of Seerat ul Nabi (SAW)

- Important events of life of Holy Prophet in Makka
- Important events of life of Holy Prophet in Madina
- Holy Prophet as a teacher

7. Teaching of Sunnah:

- Basic concepts of Hadith
- Kinds of Hadith
- Some hadiths related to knowledge (ILM)

8. Islamic culture, society and values

- Introduction to Islamic culture
- Introduction to Islamic society
- Concept of family in Islam

9. Using technology and A.V aids in teaching Islamic studies

10. Assessment in Islamic studies:

- The Role of Assessment in Lesson Planning
- Types of Items
- Constructing a Good Test in Islamic studies

Recommended Texts

1. Amer, F. (2015). *Teaching for Arabic and Islamic education. (2nd Ed.)* Cairo: Aalam Al Kutub.
2. Zia-ul-Haq, M. (2018). *Introduction to Al Sharia Al Islamia*. Islamabad: Allama Iqbal Open University

Suggested Readings

1. Aziz, A. A., Ibrahim, M. A., Shaker, M. H., & Nor, A. M. (2016). Teaching Technique of Islamic Studies in Higher Learning Institutions for Non-Arabic Speakers: Experience of Faculty of Quranic and Sunnah Studies and Tamhidi Centre, Universiti Sains Islam Malaysia. *Universal Journal of Educational Research*, 4(4), 755-760..
2. Hassan, A. (1990). *Principles of Islamic jurisprudence*. New Dehli: Adam Publishers.
3. Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication

Websites:

1. http://www.americaschoice.org/literacy
2. http://en.wikipedia.org/wiki/Literacy
3. /www.literacy.sa.edu.au/content.php
4. http://www.nifl.gov/partnershipforreading
5. http://www.muslmh.com/vb/t278.html

Translation of the Holy Quran- III URCG-5111Non-Credit

Topic	Details
Semester/Level	In some discipline 5th semester and in some discipline 6th Semester/ BS (5th Semester intake) 1st / 2nd
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	Non-Credit
Objectives	• To introduce ethics and highlight its importance, need and relevance for individual and collective life. • To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. • To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. • To inculcate ethical and moral values in our youth. • To develop a balanced dynamic and wholesome personality. • To introduce the students to Quranic Arabic grammar in practical manner.

Course Contents:	○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معیار) اخلاق حسنہ : • برائی کو نیکی سے مٹانا • نیکی کے کاموں میں مسابقت • لوگوں کے درمیان صلح • عدل و انصاف • سچائی • ایثار • سلیم قلب • مہمان نوازی • لغویات سے اعراض • عاجزی و انکساری • نگاہ اور آواز کو پست رکھنا • چال میں میانہ روی • شرمگاہوں کی حفاظت • بر • شکر • امور میں میانہ روی اخلاق سیئہ : • ظلم اور زیادتی • غرور و تکبر • نفسانی خواہشات کی پیروی • بدگمانی • جھوٹ • چغلی اور تہمت • تمسخر اور شیخی خوری • لہو و لعب • برے ناموں سے پکارنا • احسان جتانا اور تکلیف دینا • فضول خرچی اور حد سے بڑھنا • حسد اور تنگ دل • بے پردگی
Grammar:	• قرآنی عربی گرامر کے اصول اور انکے اطلاقات (من قرآنی ہر اطلاق سے توضیحات)

Details of Chapters and verse Numbers:	▪ منتخب آیات مع ترجمہ وتجوید ▪ البقرہ)۸۷۷، ۴۵۸، ۳۲، ۸۲۷، ۸۱۷، ۸۴۷، ۸۱۷، ۸۴، ۳۴۷، ۱۱۷، ۱۴۸، ۴۸۷، ۸۸۸، ۱۸، ۱۱، ۸۲۷، ۲۵۷، ۱۲۷، ۲۱۷، ۵۲۸، ۳۲۸، ۸۲۸، ۸۷۸، ۱۲، ۷۳۸، ۱۷، ۵۳، ۵۸۷، ۲۴۸، ۱۸، ۷۱، ۳۲، ۲۸۸، ۴۲۷، ۲۱(▪ آل عمران)۵۴۷، ۵۷، ۵۸، ۴۲۷، ۸۳۷، ۲۵۷، ۵۳۷، ۴۵۷، ۱۷، ۱۱۸، ۴۸۷، ۳۳۷، ۵۷۷، ۵۱۷، ۵۱۷، ۲۸، ۲۱، ۷۵۷، ۱۵۷، ۲۴۷(▪ النساء)۴۳۷، ۳۸، ۸۸، ۲۱۷، ۱۱۷، ۴۱۷، ۵۴، ۱۸، ۱۸، ۳۱۷، ۲۳، ۴۸، ۵۸، ۱۵، ۱۴، ۵۸(▪ المائدۃ)۲۴، ۱۴، ۳۲، ۳۷، ۲، ۷۵، ۲۷(▪ النحل)۱۲،۲۸۷، ۴۱۷، ۳۷۷، ۱۳، ۲۸۷، ۴۸۷(▪ الرعد) ۴۸، ۱۸، ۵۸، ۸۸، ۲(▪ االعراف)۷۳، ۲۲، ۷۴، ۲۵۷، ۱۵، ۵، ۱۸، ۵۵۷، ۲۲۷، ۴۲، ۷۲(▪ القصص)۵۴، ۵۲(▪ فصلت)۵۳(▪ االنعام)۸۳، ۱۱، ۱۱، ۱۳۷، ۴۴۷، ۱۲۷(▪ النمل)۱۲، ۲۵(▪ الحج)۱۳، ۲۴، ۱۲، ۲۲، ۱۱(▪ الحجرات)۲، ۷۷، ۲، ۷۷، ۳، ۸۷، ۴۷، ۱۷(▪ االحزاب)۳۸، ۱۴، ۲۴، ۲۴، ۸۴، ۴۴، ۲۴، ۴۳، ۵۸، ۴۳(▪ الحشر)۲(▪ طہ)۸۱(▪ االنعام)۵۲۷، ۷۵۷، ۲۷۷، ۷۴۷، ۳۲، ۱۸۷(▪ ق)۵۳(▪ االنفال)۱۸، ۲۵، ۷۲(▪ الفتح)۴۷(▪ یونس)۱۷، ۲۷، ۸۷، ۲۲، ۸۸، ۸۸(▪ الفرقان)۳۲، ۷۸، ۱۲، ۳۲(▪ النور)۳۸، ۲، ۵، ۱۳، ۷۳، ۳۳، ۳۳، ۷۲، ۷۳، ۸۸(▪ لقمان)۲، ۳۳، ۲۷، ۸۳، ۲۷(▪ االسراء) ۱۳، ۱۷۷، ۴، ۱۳(▪ المزمل)۲۷(▪ المدثر)۲، ۵(▪ المدثر)۵۱(▪ فاطر)۸۳(▪ الفتح)۲۸(▪ البلد)۱۷(▪ الزمر)۳، ۱۷(▪ الحجر)۴۲(▪ النجم)۷۳(▪ الرحمٰن)۱۲(▪ هود)۲، ۸۱۷، ۳(▪ الکہف)۸، ۲۴(▪ الشوری)۱۳(▪ غافر)۲۸، ۱۸(▪ الحدید)۱۸، ۱۸(▪ مریم)۲۴(▪ النازعات)۷۵(▪ التوبہ)۴۲، ۵۲، ۱۱(▪ الھمزہ)۷(

InterDis 2 Interdisciplinary Course 2 3(3-0)

Note: Students have to opt total 4 Courses from this section in semester 5—8
In Semester VI, One Course is to be selected

Inter Disciplinary Courses (Students have to opt 4 Courses)			
Sr	Code	Course	Credit
1	URCS-5108	Introduction to Statistics	3
2	EDUC-6231	Food and Nutrition	3
3	EDUC-6232	Regional Culture and Literature	3
4	PSYC-5101	Introduction to Psychology	3
5	ULAW-5130	Introduction to Basic Laws	3
6	URDU- 5101	Functional Urdu	3
7	SOWK-6135	School Social Work	3
8	PUNJ-5111	Introduction to Punjabi Literature	3

EDUC-6211 **Thesis** **3(0-3)**

Course Description

Thesis or dissertation is the partial fulfilment of the degree. A dissertation or thesis is a long piece of academic writing based on original research, submitted as part of a doctoral, master's, or bachelor's degree. A thesis is usually associated with master's degrees, although these terms can be interchangeable. The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. However, that at the Bachelor level a practice-oriented approach would be more appropriate. Bachelor's thesis is claimed to be a bridge between education and the job market. The essential objective of the thesis is to contribute to theory building within a specific field of study through scientific research and thus it is predominantly theoretical in nature. The idea is that a qualified student teacher has to be capable of conducting scientific research on a modest scale. This approach aims to prepare students for the 'real world'. A dissertation or thesis is likely to be the longest and most difficult piece of work a student has ever completed. It can, however, also be a very rewarding piece of work since, unlike essays and other assignments. The student is able to pick a topic of special interest and work on their own initiative.

Steps:

- Students are given choice to opt the thesis
- Students are allocated supervisors
- Research topic for thesis are discussed in research committee
- Research committee also finalized the evaluators
- After finalization of thesis, students work under the supervisor
- On completion thesis is submitted after the approval of supervisor
- After evaluation of thesis form evaluator, viva is conducted.

Recommended Text:

1. Halyna M., Kornuta, R., & Germaine, W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond*, London: Routledge. https://doi.org/10.4324/9780429056888

Suggested Readings:

1. Masanja, N. M. (2019). *Practical Handbook to Dissertation and Thesis Writing*. Retrieved from https://uomustansiriyah.edu.iq/media/lectures/6/6_2020_03_03!08_53_23_AM.pdf

2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and Theses From Start to Finish: Psychology and Related Fields*. (3rd Ed.). Retrieved from https://www.apa.org/pubs/books/4316188

EDUC-6211 **Capstone Project** **3(0-3)**

COURSE DESCRIPTION

Capstone or research projects in the field of teacher education provide teachers with opportunities for applied learning, professional growth, evidence-based practice, addressing educational challenges, collaboration, contribution to the field, and lifelong learning. These projects support the development of highly skilled and reflective educators who are equipped to make a positive impact on student learning and the field of education as a whole.

Student will complete a Research Project under the supervision of a teacher nominated by the Institute of Education. The theory-oriented approach to the final thesis in higher education is still dominant at the Master as well as Bachelor level. However, that at the Bachelor level a practice-oriented approach would be more appropriate. Bachelor's research work is claimed to be a bridge between education and the job market. The essential objective of the thesis is to contribute to theory building within a specific field of study through scientific research and thus it is predominantly theoretical in nature. The idea is that a qualified student teacher has to be capable of conducting scientific research on a modest scale. This approach aims to prepare students for the 'real world'. A research project is likely to be the longest and most difficult piece of work a student has ever completed. It can, however, also be a very rewarding piece of work since, unlike essays and other assignments. The student is able to pick a topic of special interest and work on their own initiative.

Steps:

1. Students are given choice to opt the research project
2. Students are allocated supervisors
3. Research topic for research project is discussed in research committee
4. Research committee also finalized the evaluators
5. After finalization of research project, students work under the supervisor
6. On completion research project is submitted after the approval of supervisor
7. After evaluation of research project form evaluator, viva is conducted.

Capstone or research projects in the field of teacher education provide teachers with opportunities for.

For the students of B.Ed Hons, this Capstone project may be some, Case study, Action Research, thesis, or Term paper

Capstone Project in the field of teacher Education may be on issues in real ground situation or the emerging social or technological trends i.e

I. Impact of Technology Integration on Student Learning:
II. Culturally Responsive Teaching Strategies
III. Assessment Strategies for Differentiated Instruction
IV. Teacher Collaboration and Professional Learning Communities
V. Parent-Teacher Partnerships for Enhanced Student Achievement
VI. Inquiry-Based Learning in Science Education
VII. Social-Emotional Learning (SEL) Integration in Classroom Practices

Recommended Text:

1. Halyna M., Kornuta, R., & Germaine, W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond*. UK: Routledge. https://doi.org/10.4324/9780429056888

Suggested Readings:

1. MASANJA, N. M. (2019). *Practical handbook to dissertation and thesis writing: An easy-to-use guide to dissertation or thesis writing*. USA: NMM Printers.
2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and theses from start to finish: psychology and related fields*. (3rd ed.). UK: Routledge. Retrieved from https://www.apa.org/pubs/books/4316188

EDUC-6212 **Internship** **3(0-3)**

Course Description

During Internship period, all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events and processes happening in educational institutes. Trainee teachers also learn by observing classroom management, laboratory designs, school building and infrastructure, school environment, and lot of co-curricular activities taking place in the school.
This course is basically a supervised experience of working with Senior Teachers working in a real classroom setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations. Students will be engaged in observing classroom practices, science laboratory practices, and environment of the school, canteens, corridors, playground and library to develop observational skills through reflective writing or journal writings. Each prospective teacher will be evaluated and supervised by senior or mentor teacher in that institution. Prospective teachers are required to do make observations of the events and processes in the organization. Besides this they will do interviews of the students and teachers to have understanding of teaching learning process with its opportunities and problems.

Course Objectives

After completion of the course, the prospective teachers will be able to:

1. Observe the classroom and laboratory practices efficiently
2. Record Observations and Write observational reports
3. Transcribe recorded observations
4. Critically think on the observed experiences
5. Write anecdotal record
6. Prepare observational checklist
7. Prepare and write field notes
8. Teach the class or adopt some strategies in guided situation
9. Follow mentors comments
10. To work with others in schools like students, teachers, mentors
11. Understand Documentation process of official work in Organization

Course Outline

This course consists of school visit for 6 weeks, where student teachers have to perform following tasks to meet objectives of this practicum course

I.	Structured Classroom Observation in School visits	(10)
II.	Field Notes	(10)
III.	Observation and Record of Inventory of School Resources	(3)
IV.	Developing Lesson Plans	(10)
V.	Developing relevant Learning Martial for teaching classes	(02)
	Model Lessons Or Co Teaching with Experienced Teacher/Mentor	(02)

EDUC- 6213 **Teaching Practice-I** **6(0-6)**

Introduction

The Practicum in this semester is a 6 credit course. As this is a practical course, 1 credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 6 weeks on the school placement in semester 7. Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

The development of new teachers is mandatory as they will be replaced by older ones. So novice teachers with best of teaching skills will be able to ensure quality education. Student teachers will observe teaching practices of teachers who will work as mentor for the prospective teachers. During teaching practice-I all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events and processes happening in educational institutes. Trainee teachers also learn by observing classroom management, laboratory designs, school building and infrastructure, school environment, and lot of co-curricular activities taking place in the school.

This course is basically a supervised experience of working with Senior Teachers working in a real classroom setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations. Students will be engaged in observing classroom practices, science laboratory practices, and environment of the school, canteens, corridors, playground and library to develop observational skills through reflective writing or journal writings. Each prospective teacher will be evaluated and supervised by senior or mentor teacher in that institution. Prospective teachers are required to do make observations of the events and processes in the organization. Besides this they will do interviews of the students and teachers to have understanding of teaching learning process with its opportunities and problems

2. COURSE LEARNING OUTCOMES

After completion of the course, the prospective teachers will be able to:

- Observe the classroom and laboratory practices efficiently
- Record Observations and Write observational reports
- Transcribe recorded observations
- Critically think on the observed experiences
- Write anecdotal record
- Prepare observational checklist
- Prepare and write field notes
- Teach the class or adopt some strategies in guided situation
- Follow mentors comments
- To work with others in schools like students, teachers, mentors

- Understand Documentation process of official work in Organization

COURSE ESCRIPTION

The Practicum consists of two important parts:

a. A school placement in an elementary school;
b. A seminar that meets regularly.

a. School Placement:

During the practicum, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment). Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

b. The Seminar:

A weekly seminar will accompany the practicum to help student teachers link the content of the pre-service program content to practice. The seminar would provide an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar would be related to and build upon classroom observation and teaching experiences, it would focus on inducting student teachers into professional practice. The seminar will also provide a forum for student teachers to share and resolve problems or challenges they are experiencing during their practice.

Student teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example:

- Present an analysis of own or a peer's teaching
- Conduct an observation focused on specific classroom practices or an individual child;
- Try out a particular method and reflect on its success in achieving its purpose
- An interview with of a teacher and a child.
- Discuss about suitability of teaching and assessment tools during TP

This course consists of school visit for 6 weeks, where student teachers have to perform following tasks to meet objectives of this practicum course

VI.	Structured Classroom Observation in School visits	(20)
VII.	Field Notes	(20)
VIII.	Observation of class work /homework note books	(20)
IX.	Interviews with Students	(02)
X.	Understanding Organizational structure and official correspondence	(01)

Assessment framework Criteria of Teaching Practice -1

Activity	Max Marks	Attained Marks
Classroom Teaching learning process Observation	(30)	
Field Notes	(20)	
Observation of Homework Note-books	(20)	
Interviews with Students	(10)	
Description of Organizational structure & Communication	(10)	
Attendance	(10)	
Total	**100**	

EDUC-6214 TEACHING PRACTICE-II 6(0-6)

This course is compulsory for prospective teachers in graduate programs in Education. The development of new teachers is mandatory as they will be replaced by older ones. So novice teachers with best of teaching skills will be able to ensure quality education. Student teachers will observe teaching practices of teachers who will work as mentor for the prospective teachers. During teaching practice all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events along with involvement in several academic activities in educational institutes.

This course is basically a supervised experience of working with Senior Teachers working in a real classroom setting. This course is set to develop observational and reflective skills. Prospective teachers are required to observe, think critically and then reflect on the events and situations.

Teaching Practice encompasses the application of effective teaching theories, techniques and skills by trainee teacher in a classroom/school setting. This course provides opportunities to trainee teacher for classroom teaching/school based experiences. Besides classroom teaching, this experience will also assist trainee teacher in learning classroom management skills.

2. COURSE LEARNING OUTCOMES

After completion of the course, the prospective teachers will be able to:

- Observe and record the classroom and laboratory practices efficiently
- Critically think on the observed experiences
- write field notes
- Teach the class or adopt relevant strategies in guided situation
- Plan a lesson
- Use lesson plans effectively to deliver the content to students
- Reflect on teaching practice and gain expertise in teaching.
- Development relevant and cost effective leaning material and AV aid
- Preparing, planning and Teaching class using teaching professional skills
- To work with others in schools like students, teachers, mentors
- Understand documentation process of official work in Organization

Assessment parameters

Each prospective teacher will be evaluated and supervised by senior/ mentor teacher in that institution and by University TP supervisor. Prospective teachers are required to do make observations of the events and processes in the organization, besides teaching classes assigned to them by mentor/TP supervisor. The course/s consists of school visit, where student teacher's performance will be evaluated on the following Criteria to meet objectives of this practicum course

Model Lessons Evaluation Parameters

Activity	Max Marks	**Attained Marks**	
		Model Lesson 1	Model Lesson 2
Draft final lesson plan	5		
Development of assessment tools and AV-aids	5		
Classroom Management	5		
Content Clarity / Delivery	10		
Formative and Summative Assessment	5		
Classroom interactions/involvement	5		
	35		

Assessment framework / Criteria of Teaching Practice

Activity	**Numbers**	**Max Marks**	**Attained Marks**
Interviews / Study of organization	02	**05**	
Lesson Plans	(20+20)	**30**	
1st Model Lesson 2nd Model Lesson	01 01	**35**	
Documentation process of official work in Organization Observation and Record of Inventory of School Resources	02	**20**	
Attendance		**10**	
Total		**100**	

EDUC-6207 Instructional Supervision and Leadership 3(3-0)

Course Description:
The course in Instructional Supervision and Leadership provides students with the knowledge and skills necessary to effectively supervise and lead instructional practices in educational settings. Students will explore theories and models of instructional supervision, develop competencies in observing and evaluating instruction, and learn strategies for providing feedback and support to teachers. The course emphasizes data-driven decision-making, collaborative approaches to supervision, managing change, and addressing legal and ethical considerations. Through case studies, discussions, and practical exercises, students will develop the necessary leadership skills to promote instructional improvement and support teacher professional growth.

Course Objectives:
By the end of the course, prospective teachers will be able to:

1. Understand the roles and responsibilities of instructional supervisors.
2. Apply theories and models of instructional supervision to real-world scenarios.
3. Conduct effective classroom observations and provide constructive feedback to teachers.
4. Use data to inform instructional decisions and monitor student progress.
5. Foster collaboration and create a culture of professional learning.
6. Develop strategies for managing change and leading school improvement initiatives.
7. Recognize and address legal and ethical issues in instructional supervision.
8. Engage in continuous professional development and self-reflection.

Course Outline:

Unit 1 Introduction to Instructional Supervision and Leadership
- 1.1 Definition and scope of instructional supervision
- 1.2 Roles and responsibilities of instructional supervisors
- 1.3 Historical and theoretical foundations of instructional supervision
- 1.4 Ethical considerations in instructional leadership

Unit 2 Theories and Models of Instructional Supervision
- 2.1 Supervisory models: Clinical, developmental, and collegial
- 2.2 Instructional leadership theories: Transformational, distributed, and servant leadership
- 2.3 Critiques and contemporary perspectives on instructional supervision

Unit 3 Effective Instructional Practices
- 3.1 Observing and evaluating classroom instruction
- 3.2 Providing feedback and support to teachers
- 3.3 Promoting reflective practice and professional growth
- 3.4 Differentiated instruction and personalized learning

Unit 4 Data-Driven Decision Making
- 4.1 Using student data to inform instructional decisions
- 4.2 Analyzing assessment results and identifying instructional needs
- 4.3 Implementing interventions and monitoring progress
- 4.4 Using technology for data analysis and reporting

Unit 5 Collaborative Approaches to Instructional Supervision
- 5.1 Building a culture of collaboration and trust
- 5.2 Co-planning and co-teaching with teachers
- 5.3 Leading professional learning communities
- 5.4 Engaging stakeholders in instructional improvement

Unit 6 Managing Change and Leading School Improvement
- 6.1 Identifying and prioritizing instructional goals
- 6.2 Developing action plans and implementing change initiatives
- 6.3 Building consensus and managing resistance to change
- 6.4 Monitoring progress and evaluating outcomes

Unit 7 Legal and Ethical Issues in Instructional Supervision
- 7.1 Legal frameworks and regulations related to instructional supervision
- 7.2 Equity and diversity considerations in instructional leadership
- 7.3 Confidentiality and professional boundaries
- 7.4 Addressing ethical dilemmas in supervision

Unit 8 Professional Development and Self-Reflection
- 8.1 Continuing professional development for instructional supervisors
- 8.2 Self-assessment and reflective practices
- 8.3 Professional organizations and resources for instructional leadership
- 8.4 Creating a professional growth plan

Recommended Texts:

1. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2017). Supervision and instructional leadership: A developmental approach (10th ed.). Pearson.
2. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results (2nd ed.). ASCD.
3. Reeves, D. B. (2017). Transforming professional development into student results (2nd ed.). ASCD.
4. Sergiovanni, T. J. (2015). Moral leadership: Getting to the heart of school improvement (2nd ed.). Jossey-Bass.
5. Sergiovanni, T. J. (2017). The principalship: A reflective practice perspective (9th ed.). Pearson.

Suggested Readings:

1. Blase, J., & Blase, J. (2016). Handbook of instructional leadership: How successful principals promote teaching and learning (4th ed.). Corwin Press.
2. Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2019). Preparing school leaders for a changing world: Lessons from exemplary leadership development programs (2nd ed.). Teachers College Press.
3. Fullan, M. (2018). The principal: Three keys to maximizing impact (2nd ed.). Wiley.
4. Sergiovanni, T. J. (2015). Strengthening the heartbeat: Leading and learning together in schools (2nd ed.). Jossey-Bass.
5. Waters, T., Marzano, R. J., & McNulty, B. A. (2013). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement (2nd ed.). ASCD.

EDUC-6208 Organizational Behavior 3(3-0)

This course on organization theory and behavior provides knowledge that helps diagnose, understand and respond to emerging organizational needs and problems of our educational institutions. The main objective of Organizational Behavior is to understand the human interactions in an organization, finding what are the motives and dynamics of interaction and how these interactions assist organizations to achieve goals. Therefore; the basic objective of this course is to provide a strong conceptual framework for studying, understanding and applying theory and practice of organizational behavior and to explore the nature of organization and its scope in organizational studies. The course will provide an understanding of how to explain, predict and influence behavior. Managers need to explore and explain why employees engage in some behaviors than others, predict how employees will respond to various actions and decisions, and influence how employees behave. The effective implementation of organizational behavior in education contributes to the enhancement of job performance, incurs job satisfaction, and leads to the achievement of desired goals and objectives.

Learning Outcomes:

After the completion of this course the trainee teachers would be able to:

- Understand and narrate the basic concepts and principles of organizational theory
- Analyze and evaluate the behavioral aspects of educational organization
- Review and evaluate the specific organizational conditions
- Comprehend and characterize effective leadership traits and behaviors in prevailing workplace/organization conditions.
- Understand and narrate the basic concepts and principles of organization
- Recognize organizational phenomena , analyze and interpret in the light of the principles of organization
- Understand and analyze the organizational behavior of employees in workplace conditions

Course Outline

1. **Introduction**
   - **1.1.** What Managers Do?
     - **1.1.1.**What is management
     - **1.1.2.**Management Functions
     - **1.1.3.**Management Roles
     - **1.1.4.**Management Skills
     - **1.1.5.**Effective Vs Successful Managerial Activities
   - **1.2.** Organizational Behavior and The Evolution of Organizational Behavior
   - **1.3.** Contributing disciplines to the OB field
   - **1.4.** Basic OB Model
   - **1.5.** Organizational System Level: Individual Level and Group Level
   - **1.6.** Challenges and Opportunities for study of OB
2. **Fundamentals of Organizational Behavior**
   - **2.1.** What is an Organizations and Types of Organizations
   - **2.2.** Components of Organization

2.2.1. Task
2.2.2. People
2.2.3. Structure
2.2.4. Technology

2.3. The Basic System View of an Organization

2.4. Factors Affecting Organizations

3. **Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability**
   3.1. Key Biographical characteristics.
   3.2. Factors that determine an individual's personality.
   3.3. Meyers-Briggs Type Indicator personality framework
   3.4. Key traits in the Big Five personality model.
   3.5. Ability and how it is managed in an organization.
4. **Perception and Individual Decision Making**
   4.1. What is Perception and Factors influencing on perception
   4.2. Person Perception: Making Judgment about Others
      4.2.1. Attribution theory
      4.2.2. Frequently used shortcuts to judging others
   4.4. The link between perception and individual decision making
   4.5. How should the decision be made?
      4.5.1. The rational decision making process
      4.5.2. Creativity in decision making
      4.5.3. Decision making styles
   4.6. How are decisions actually made in Organizations?
      4.6.1. Bounded rationality
      4.6.2. Common biases and errors
      4.6.3. Intuition
   4.7. Ethics in Decision Making: Three ethical decision criteria
5. **Basic Motivation Concepts**
   5.1. Defining Motivation
   5.2. Early Theories of Motivation
      5.2.1. Hierarchy of Needs theory
      5.2.2. Theory X and Y
      5.2.3. Two factor theory
   5.3. Contemporary Theories of Motivation
      5.3.1. ERG theory
      5.3.2. McClelland's Theory of needs
      5.3.3. Cognitive Evaluation theory
      5.3.4. Goal-setting theory
      5.3.5. Reinforcement theory
      5.3.6. Job design theory
      5.3.7. Equity theory
      5.3.8. Expectancy theory
6. **Foundation of Group Behaviour**
   6.1. Definition of group and team

6.2. Why do people joins groups
6.3. Stages of group development
6.4. Characteristics of a Work Group
6.5. Group Effectiveness
6.6. Social Loafing
6.7. Nature of the groups tasks can affect the group's performance
6.8. Group cohesiveness and its effect on performance.

7. **Basic Approaches to Leadership**
   7.1. What is Leadership and Three Types of Leadership
   7.2. Trait theories
   7.3. Behavioral theories
   7.4. Contingency theories: Fiedler Model
   7.5. Contemporary Issues in leadership
      7.5.1. Trust: The foundation of leadership
         7.5.1.1. What is trust
         7.5.1.2. Trust and leadership
         7.5.1.3. Basic principles of trust
      7.5.2. Inspirational approaches to leadership
         7.5.2.1. Charismatic leadership
         7.5.2.2. Transformational leadership
      7.5.3. Emotional intelligence and leadership Effectiveness
      7.5.4. Contemporary leadership roles
         7.5.4.1. Providing team leadership
         7.5.4.2. Mentoring
8. **Organization Change and Stress Management**
   8.1. Approaches to managing organizational change
   8.2. Creating a culture for change
   8.3. Work stress and its management
9. **Conflict and Negotiations**
   9.1. Conflict process
   9.2. Negotiation process
   9.3. Bargaining strategies
   9.4. Global Implications

Recommended Texts:

1. Daft, R. L. (2020). *Organizational Theory and Design.* New York: Cengage Publishing
2. Stephen P. Robbins and Timothy A. Judge, (2019) *Organizational Behavior (18th ed)*, New York: Pearson Education

Suggested Readings:

1. Gray, J. L., & Stark, F. A. (2007). *Organizational behavior: Concepts and Applications.* (7thed.). Toronto: Charles E. Merrill Publishing Co.
2. Kreitner, R. & Kinicki, A. (2011). *Organizational behavior (5th ed.*). Boston: McGraw
3. Hill.Osland, J., Devine, K., & Turner, M. (2015). *Organizational behavior*. Wiley

EDUC-6209 Contemporary Issues & Trends in Education 3(3-0)

Course Description:
Competent teachers are usually knowledgeable in their respective content areas. With several educational options available to students today, newer trends are emerging in this field which has completely changed the traditional held perceptions about education. Several career options that were earlier not considered to be traditional have emerged as the most sought-after education and career options. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among teachers. At the end of this course, the students will be able to: Argue on the positive and negative impact of the information explosion; Explore the gap between Madrassah and mainstream education and identify appropriate government responses; Identify barriers to the achievement of universal literacy and how these may be removed at the local level; Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences; Analyze the relationship between national curriculum structure and career opportunities; Consider how best environmental awareness can be enhanced through schools and Consider the consequence of the growing privatization of education.

Course Objectives:
By the end of the course, prospective teachers will be able to:

1. 1. Argue on the positive and negative impact of the information explosion.
2. Explore the gap between madrassah and mainstream education and identify appropriate government responses.
3. Identify barriers to the achievement of universal literacy and how these may be removed at the local level.
4. Discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences.
5. Analyze the relationship between national curriculum structure and career opportunities.
6. Consider how best environmental awareness can be enhanced through schools.
7. Consider the consequence of the growing privatization of education.

Course Outline:

Unit 1 Education as a Complex Enterprise
- 1.1 Diversity of aims and approaches in education.
- 1.2 Variety of philosophical approaches to education.
- 1.3 Education in different periods and societies

Unit 2 Madrassah Education
- 2.1 Madrassah: origin, aims and objectives
- 2.2 Role of madrassah in 21st century
- 2.3 System of education in madrassah
- 2.4 Madrassah reforms in Pakistan

Unit 3 Universal Literacy
- 3.1 Literacy and individual rights
- 3.2 Factors affecting program for universal literacy: medium of instruction
- 3.3 Formal and Non formal education: Advantages and disadvantages

Unit 4 Gender Disparity
- 4.1 Concept of gender equality
- 4.2 Factors affecting the status and role of women

4.3 Steps towards reducing gender disparity.

Unit 5 Population Education:
- 5.1 Concept of Population Education.
- 5.2 Factors affecting Population Education.
- 5.3 Impact of Population Growth on National Development
- 5.4 Roles and responsibilities of family, school, mosque, and community in population education.
- 5.5 Steps towards population planning and welfare.

Unit 6 Environmental Awareness
- 6.1 Types of pollution
- 6.2 Causes of pollution
- 6.3 Environmental education

Unit 7 Privatization of Education
- 7.1 Government resources and multiple demands
- 7.2 Need of private sector education
- 7.3 Challenges of quality education

Unit 8 Information in Education
- 8.1 New concept of information explosion
- 8.2 Expanding learning resources
- 8.3 Information and communication technology (ICT) literacy
- 8.4 Technology in education

Recommended Texts:

1. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.
2. Fullan, M. (2016). The new meaning of educational change (5th ed.). Teachers College Press.
3. Hargreaves, A., & Shirley, D. (2018). The fourth way: The inspiring future for educational change. Corwin.
4. Kozol, J. (2012). Savage inequalities: Children in America's schools. Broadway Books.
5. Valenzuela, A. (2018). Subtractive schooling: U.S.-Mexican youth and the politics of caring. State University of New York Press.

Suggested Readings:

1. Anderson, J., & LeTendre, G. K. (Eds.). (2019). The changing politics of education: Privatization and the dispossessed lives left behind. Routledge.
2. Carnoy, M., & Rothstein, R. (2018). School vouchers and student achievement: Reviewing the research. Economic Policy Institute.
3. Freire, P. (2018). Pedagogy of the oppressed. Bloomsbury Publishing.
4. Ladson-Billings, G. (2018). Just schools: A whole school approach to restorative justice. Teachers College Press.

Sahlberg, P. (2015). Finnish lessons 2.0: What can the world learn from educational change in Finland? Teachers College Press.

EDUC-6210 Art, Craft and Calligraphy 3(3-0)

COURSE DESCRIPTION:

The Art, Craft, and Calligraphy course will help prepare Student Teachers to teach these subjects in the elementary grades. It provides Student Teachers with an opportunity to develop their knowledge and understanding of art, crafts, and calligraphy (with a focus on Pakistani artists, calligraphers, and craftsmen and women) and to practice making their own works using a variety of techniques. Given that this is a teacher education course, Student Teachers also examine the role of art in child development; the importance of art, craft, and calligraphy in the curriculum; and the links between art, crafts, and calligraphy and other subjects such as science, math, and social studies. Student Teachers will have learned about lesson planning, classroom assessment, and classroom management in other courses; in this course they will focus on these three skills as they apply to teaching and learning art, crafts, and calligraphy in the elementary grades. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

COURSE OUTCOMES

By the end of the semester participants will be able to:

- Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- Use tools and materials in art more skillfully
- Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- Recognize and appreciate artists, art styles, and artwork
- Reflect and participate in art critiques as a critic and as an artist
- Initiate independent projects that allow personal interpretation and self-expression
- Identify links between art and other school subjects

LEARNING AND TEACHING APPROACHES

Participants will engage in instructional activities using a greater variety of materials and/or combination of materials. It will provide opportunities for participants to explore their abilities to transmit forceful and meaningful ideas in a variety of media to a two- dimensional surface based on their previous experiences. Participants would be encouraged to use sketch books to note information and develop ideas, make use of a good variety of media to illustrate art history lessons, e.g. teacher can explore and experiment with different mediums to illustrate her ideas, she can develop a time line mural, explore low cost materials for making cave arts etc develop skills in note-making when viewing reproductions of the work of artists and designers; set regular assignments for homework which require personal research. Variety of teaching and learning approaches would be used e.g. the museum visit/ report and the research project, glossary, handouts.

EXAMPLE ASSIGNMENTS

These are examples of the types of assignments you might be given. Your instructor will tell you more about course assignments.

- Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.

- Work with a group of children in elementary grades to make simple puppets. Help them

prepare and stage a short puppet show.

- Prepare a variety of objects for use in an elementary grade classroom using junk or recycle- able materials. Explain how they might be used.

- Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers.

- As part of learning about a particular school of painting, prepare an art work 'in the style of' that school.

- Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

COURSE GRADING POLICY

Multiple variety of assessment will be used in the course. By using multiple forms of assessment, the instructor will have many windows on the knowledge, skills and dispositions of prospective teachers. The total grade determined by examinations will not exceed 20% of the course grade. Prospective teachers are expected to be present in class, engage with activities and discussion and complete course assignments. The course instructor will tell you how the course will be graded and which assignments will be graded.

COURSE OUTLINE

Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)	
Week 1	- What are Arts, Crafts and Calligraphy? - The role of the teacher in teaching art - Influence of the arts in children's development
Week 2	- Calligraphy- The emergence of Islamic calligraphy - Ceramics and Sculpture - Puppetry in Pakistan

Unit 2: History and Culture	
Week 3	- Indus Civilizations - Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	- Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) - Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal) - Review of this unit
Unit 3: History and Culture	
Week 5	- Introduction to the Cubism Understand the Cubism - Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)

Week 6	Intro about Realism Pakistani Artist's work in Realism (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	Abstraction Origin and History of Abstract art Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali) Hands-on activities
Week 8	Indigenous art Pottery, ceramics, textile etc. Hands-on activities
Week 9	Art Across the curriculum Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages Hands on activities and conclusion
Week 10	**Unit 4: Elements of Art & Principle of Design** • Understanding elements of art (line, Shapes, color, texture, and space and volume) • The importance of lines and its use in art work • Kinds of lines • Use of color (Color wheels, tints, tones and shade) •

	Use of Space and value in 2D and 3D art Texture
Week 11	Use of Space and value in 2D and 3D art Texture (Natural and man- made) Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
Week 12	Drawing/ technique of rendering Still life Painting
Week 13	Printing Pattern making Shapes- organic and geometrical shapes
Week 14	Sculpture Landscape Stick Drawing and conclusion and review of the unit
Week 15	What is assessment in art curriculum? How and why we assess creativity? Review the recommendations proposed in the national curriculum grades
Week 16	Design rubric/checklist for portfolio Set criteria for presentation/display/ peer and self-assessment etc. Conclusion and review of whole unit

Recommended Texts

1 . Razzak, A. (2018). *Children and Art- Status of art education in Pakistan.* Germany: VDM.

Suggested Readings

1. Craig Roland, C. (2016). *Young in art: A developmental look at child art*. Retrieved from www.artjunction.org
2. Menzer, M. (2015). *The arts in early childhood: social and emotional benefits of arts participation. national endowment for the arts.* Retrieved from https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf

URCQ-5111 Translation of the Holy Quran - IV

opic	Details
Semester/Level	In some discipline 7th semester and in some discipline 8th Semester/ BS (5th Semester intake) 3rd / 4th
Course Code	URCQ-5111
Course Title	Translation of the Holy Quran – IV
Credit Hours	1(0-1)
Objectives	• To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). • Students • To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe. • To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. • Through memorization students will develop their relation with last revelation.
Course Contents:	o تجارت اور وراثت: □ مال کی تقسیم □ نادان کا مال □ عوام الناس کا مال □ عورتوں کا مال □ یتیموں کا مال □ کفار کا مال □ جائز مال □ معاہدے □ رہن □ قرض o سائنسی حقائق: □ تخلیقِ کائنات □ اجرامِ فلکی □ شجر و حجر □ زمین و آسمان کے اسرار □ ہوائیں اور طوفان □ بحار اور مویشی

	حشرات االرض پہاڑ اور سمندر
Grammar :	قرآنی عربی گرامر کے اصول اور انکے اطالؤات)مںن قرآنی پر اطالق سے توضیحات (
Details of	مںنتخب آیات مع ترجمہ وںتجوید البقرہ)۷۲۸، ۴۷۸۸، ۴۲۸، ۲۷۸، ۵۲۸، ۴۱۸، ۲۷، ۴۲۸، ۱۱۷، ۴۲۸، ۲۷، ۴۱۸، ۸۲۸، ۸۲۸، ۵۱۸، ۷۱۸، ۳۲، ۱۱۷، ۴۷۸، ۲۱۸، ۲۱۸، ۲۷، ۱۸، ۳۸۸، ۲۸، ۴۴۸، ۵۲۷، ۲۲۸، ۵۲۷، ۵۲۷، ۱۴، ۱۲، ۵۲۷، ۱۴، ۱۷۸، ۲۷، ۲۸، ۷۱، ۸۲، ۳۲(آل عمران)۱۷۷، ۵۳۷، ۱۳۷، ۱۲۷، ۱۸، ۲۴(النساء)۲۸، ۸، ۲۸، ۷۲۷(المائدہ)۲۲، ۴۲، ۴۱، ۲۲، ۱۲(التوبہ)۲۲، ۵۸، ۲۲، ۵۸، ۵۸، ۱۲، ۵(االعراف)۸۱۷، ۴۲۷، ۱۴، ۲۴، ۳۲۷، ۳۲۷، ۱۲۷، ۱۵، ۳۳۷، ۲۱۷، ۲۲۷(الرعد)۱۷، ۵(الطور)۵۵(االنعام)۲۴، ۳۲، ۷۵۷، ۲۵۷، ۲۳(االنفال)۲۸، ۲۳، ۷۵(الکہف)۷۴، ۲۱۷، ۱۵، ۸۳، ۴۵، ۱۷، ۴۵(الجاثیہ)۴(فاطر)۱۸، ۸۷، ۳۷(العنکبوت)۱۸، ۳۲، ۷۵(الروم)۱۴(االسراء)۱۱، ۲۲(الرعد)۸(السبا)۱۷، ۳، ۸۸(یونس)۲۲، ۷۱۷، ۵۸، ۵۸، ۴، ۸۸(یوسف)۵۲، ۵۷(الفرقان)۸۲، ۳۴(لقمان)۲۸، ۲۷(طہ)۵۷۷، ۳۴(النحل)۴۱، ۷۷، ۷۲، ۲۵، ۲۱، ۲۲، ۲۲، ۴۷۷، ۲، ۲(النمل)۵۲، ۵۲، ۲۲، ۱۲، ۸۲، ۲۷، ۱۷، ۲۷(السجدہ)۱۸(الحدید)۲(ھود)۳۵، ۲(یٰسٓ)۱۳، ۷۵(الروم)۲۳، ۲۳، ۱۴، ۲۷، ۵۸، ۲۵(فصلت)۲۳، ۲۳(الحج)۷۲، ۴۲، ۸۸، ۳۱(الحجر)۲۷، ۸۸(االنبیاء)۷۳، ۱۳، ۱۵(الزاریات)۱۵(الزلزلہ)۷(القصص)۲۱، ۲۱، ۱۲، ۷۲، ۸۲(النور)۱۳، ۸۸، ۸۸، ۱۵، ۴۵، ۳۵(الجمعہ)۷۷، ۸۲، ۱۷، ۷۷، ۴(القمر)۱(الواقعہ)۲۲(الفاطر)۱۸، ۳۷(الملک)۲۷(الصف)۱۷(الجن)۳۷(الشوریٰ)۲۸(

InterDis 3,4 Interdisciplinary Course 4 3(3-0)

Note: Students have to opt total 4 Courses from this section in semester 5—8
In Semester 8, two Courses are to be selected

Inter Disciplinary Courses (Students have to opt 4 Courses)			
Sr	Code	Course	Credit
1	URCS-5108	Introduction to Statistics	3
2	EDUC-6231	Food and Nutrition	3
3	EDUC-6232	Regional Culture and Literature	3
4	PSYC-5101	Introduction to Psychology	3
5	ULAW-5130	Introduction to Basic Laws	3
6	URDU- 5101	Functional Urdu	3
7	SOWK-6135	School Social Work	3
8	PUNJ-5111	Introduction to Punjabi Literature	3

URCS-5108 Introduction to Statistics 3(3-0)

This is the general Statistics course designed for under graduate programs of arts and social sciences. Statistics is an integral part of arts and social science research. We live in a world where there is no shortage of numerical data and there is increasing demand for people who know how to make sense of it independent of the field of work. The goal of this course is to turn the students into one of such category. In this course, students will learn the basics of descriptive and inferential statistics and the most commonly used statistical techniques found in arts and social science research. The course is designed to give the students an in depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software's SPSS, Excel etc. Moreover, the teacher will also focus on interpretation of statistical data results which are obtained from the statistical software's. So these activities will improve the analytical and research activities of arts and social science students.

Contents

1. Introduction to Statistics: Descriptive and Inferential Statistics, Limitations of Statistics, Scope of Statistics, Variable, Data, Types of Variable and Data, Scales of Measurements.
2. Display of Data: Tabulation of Data, Graphical Display, Histogram, Bar Charts, Pie Chart, Stem and Leaf Plots.
3. Measures of Central Tendency: Mean Median, Mode, Box Plot, and Application in Real Life.
4. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Variance and Standard Deviation, Coefficient of Variation, Z-score and their Application.
5. Normal Distribution: Normal Distribution and its Application,
6. Sampling and Sampling Distribution.
7. Correlation Analysis: Simple correlation, multiple correlation, partial correlation, partial correlation.
8. Test of independence between qualitative variables
9. All the observational analysis will be carried out using MS Excel and SPSS.

Recommended Texts

1. Weiss, N. A. (2017). Introductory statistics (10th ed.). England: Pearson Education.
2. Mann, P.S. (2016). Introductory statistics (9th ed.). New York: John Wiley & Sons.

Suggested Readings

1. Ross, S. M. (2010). Introductory statistics (3rd ed.). New York: Academic Press.
2. Dunn, D.S. (2001). Statistics and data analysis for the behavioral sciences. New York: McGraw Hill
3. Chaudhry, S. M. & Kamal, S. (2010). Introduction to statistical theory part I &II. Pakistan: Ilmi Kitab Khana.

EDUC-6231 Food and Nutrition 3(3-0)

The subject "Food and Nutrition" is an area of study that focuses on understanding the relationship between food, health, and well-being. It explores various aspects of nutrition, food science, food preparation, and the impact of food choices on human health. In the subject of Food and Nutrition, students typically learn about: Nutrients and their functions: Balanced diet and dietary guidelines: Food groups and food sources: Nutritional needs across the lifespan: Food science and food safety: Students gain knowledge about food science principles, including food processing, food preservation, and food storage techniques. They also learn about food safety practices, including proper handling, storage, and preparation to prevent foodborne illnesses. It also includes food-related issues and trends. The subject of Food and Nutrition aims to equip students with the knowledge and skills to make informed food choices, adopt healthy eating habits, and promote overall well-being through nutrition. It provides a foundation for careers in nutrition, dietetics, culinary arts, public health, and related fields.

This course has two major sub-sections; food and nutrition needs for young adults and then the concepts of food and nutrition of students from 4 to 15 years

Course Outlines

Part A: Healthy Eating for Young Adults

The Healthy Eating for Young Adults course is designed to provide a comprehensive understanding of nutrition principles and guidelines specifically tailored to individuals between the ages of 16 and 25. This course aims to empower young adults with the knowledge and skills necessary to make informed food choices, develop healthy eating habits, and optimize their overall well-being during this transitional phase of life.

Week 1-2: Introduction to Nutrition and Health

I. Overview of the importance of nutrition for young adults
II. Understanding macronutrients and micronutrients
III. Nutritional guidelines and recommended daily allowances

Week 3: Building a Balanced Plate

I. Creating a balanced diet for young adults
II. Food groups and portion control
III. Incorporating fruits, vegetables, whole grains, proteins, and healthy fats

Week 4: Nutritional Value of Breakfast

I. Importance of breakfast as a tool for Energy source, Improved Cognitive Function, Weight Management and Blood Sugar Control
II. Essential Nutrients of Breakfast
III. Strategies for breakfast on a budget

Week 5: Meal Planning and Preparation

IV. Importance of meal planning for busy schedules
V. Strategies for grocery shopping on a budget
VI. Quick and healthy meal ideas and recipes

Week 6: Healthy Snacking and Nutrition at workplace

I. Nourishing snack options for young adults
II. Healthy alternatives to processed snacks
III. Tips for maintaining healthy eating habits at workplace

Week 7- 8: Eating for Mental Health and Well-being

I. The connection between nutrition and mental health
II. Foods that support brain health and cognitive function
III. Promoting overall well-being through a healthy diet

Week 9: Healthy Habits and Lifestyle Factors

I. The role of sleep and stress management in relation to nutrition
II. Strategies for incorporating physical activity into daily routines
III. Balancing social life and healthy eating choices

Part –B : Food and Nutrition for Growing Kids

The knowledge about nutrition for growing kids, is designed to provide a comprehensive understanding of nutrition principles and guidelines for the prospective teachers, so they may be equipped with the knowledge and practical skills necessary to promote healthy eating habits and optimal nutrition for children in school age group.

Week 10: Introduction to Childhood Nutrition

I. Importance of nutrition during early childhood
II. Key nutrients for growth and development
III. Understanding macronutrients and micronutrients

Week 12: Balanced Diet and Food Groups

I. Building a balanced plate for children
II. Food group recommendations and portion sizes
III. Incorporating fruits, vegetables, whole grains, proteins, and dairy

Week 13: Healthy Snacking/ Lunchbox

I. The role of snacks in a child's diet
II. Healthy snack ideas and alternatives to processed snacks
III. Strategies for managing cravings and promoting nutritious snacks

Week 14: Meal Planning and Preparation

I. Importance of meal planning for children's nutrition
II. Creating weekly meal plans
III. Tips for involving children in meal preparation

Week 16: Hydration and Beverage Choices

I. The significance of proper hydration
II. Healthy beverage options and limiting sugary drinks
III. Understanding the role of milk, juices, and water

Recommended books

1. Satter, E. (2000). Child of Mine: Feeding with Love and Good Sense. Bull Publishing Company.
2. Castle, J., & Jacobsen, M. (2013). Fearless Feeding: How to Raise Healthy Eaters from High Chair to High School. Wiley.
3. Rose, D. (2014). It's Not About the Broccoli: Three Habits to Teach Your Kids for a Lifetime of Healthy Eating. Perigee Books.
4. Erlich, K., & Genzlinger, K. (2012). Super Nutrition for Babies: The Right Way to Feed Your Baby for Optimal Health. Fair Winds Press.

Reference Books

1. Kennedy, D. (2016). The Picky Eating Solution: Work with Your Child's Unique Eating Type to Beat Mealtime Struggles Forever. Harmony.
2. Willett, W. C. (2005). Eat, Drink, and Be Healthy: The Harvard Medical School Guide to Healthy Eating. Free Press.
3. Pollan, M. (2010). Food Rules: An Eater's Manual. Penguin Books.
4. López-Alt, J. K. (2015). The Food Lab: Better Home Cooking Through Science. W. W. Norton & Company.
5. Lugavere, M., & Grewal, P. (2018). Genius Foods: Become Smarter, Happier, and More Productive While Protecting Your Brain for Life. Harper Wave.
6. Mayer, E. A. (2016). The Mind-Gut Connection: How the Hidden Conversation Within Our Bodies Impacts Our Mood, Our Choices, and Our Overall Health. Harper Wave.

EDUC-6232 Regional Culture and Literature 3(3-0)

In centuries old Indus basin civilization, Regional culture and literature encompass the unique customs, traditions, artistic expressions, and literary works associated with mountains and river planes, fabricated with seasons, peoples' movement and working in this area. It reflects the collective identity, history, values, and beliefs of the people living in this region. Exploring regional culture and literature can provide insights into the diversity and richness of human experiences.

Folklore and Oral Traditions, Traditional Arts and Crafts, Festivals and Celebrations, food and Gastronomy, Architecture and Traditional buildings; Local History and Legends, local languages and dialects, and Regional Literature.

Studying regional culture and literature by youth provides an opportunity to them to appreciate the diversity of human experiences, foster cultural understanding, and promote a sense of belonging and identity. It allows individuals to connect with their roots, embrace cultural heritage, and engage in intercultural dialogue.

Historical and Social Context: Regional culture and literature provide insights into the historical and social context of a particular region. By studying the literature and cultural expressions of a region, youth gain a deeper understanding of the factors that have shaped the local society. This knowledge enables them to engage critically with historical and social issues and develop a more nuanced understanding of the world around them.

Personal Growth and Empathy: Studying regional culture and literature encourages personal growth and empathy. It exposes youth to different perspectives, experiences, and emotions portrayed in literary works. This exposure helps them develop empathy, compassion, and a greater understanding of the human condition, fostering personal growth and emotional intelligence. It helps them connect with their heritage, appreciate different cultures, and navigate an increasingly diverse and interconnected world.

Suitable Teaching Methods

When teaching regional culture and literature, it is important to employ teaching methods that actively engage students and facilitate their understanding and appreciation of the subject matter. Here are some suitable teaching methods for teaching regional culture and literature. Teachers may create a dynamic and immersive learning environment that fosters students' understanding, appreciation, and engagement with regional culture and literature.

i. Interactive Discussions, Dialogues
ii. Literary Analysis and Interpretation
iii. Multimodal Presentations:
iv. Field Trips and Cultural Experiences
v. Creative Projects and Performances
vi. Collaborative Learning
vii. Guest Speakers and Cultural Experts

Course outlines

For teaching Learning regional culture and literature in Pakistan, there are several topics that can be explored to gain a deeper understanding of the diverse cultural heritage and literary traditions of the country. These topics will allow you to delve into the rich cultural diversity and literary traditions found in different regions of the country.

Week 1	Meaning of culture, Tradition and literature
	Exploring the factors designing culture and literature of a region
	History and Geography of Indus valley Civilization
Week 2	Religious Literature and culture. Tilawat- Quran and Naat poetry and Recitation with famous examples Khutbat-e- Bahawalpore (by Dr Hameed Ullah)
Week 3	Urdu Poetry and Prose • Allama Iqbal • Faiz Ahmad Faiz • Majeed Amjad • Mumtaz Mufti • Mukhtar Masoud, • Zia Mohyeddin, as Narrator of Literature
Week 4	Literature and recitation: Folklore and Oral Traditions: Explore the rich folklore and oral traditions of different regions in Pakistan. This can include folk tales, legends, myths, and traditional songs. Examples include the folktales of Heer-Ranjha, Sohni-Mahiwal, and Shah Abdul Latif Bhittai's Shah Jo Risalo
Week 5	Sufi Poetry and Mystical Traditions: Study the influential Sufi poets of Pakistan, such as Baba Farid, Bulleh Shah, and Shah Abdul Latif Bhittai. Explore their poetry, which reflects themes of love, spirituality, and the quest for divine union. Cultural Significance of Sufism
Week 6	Punjabi Folklore and Poetry: Explore the vibrant folk traditions, including folk tales, songs, and dances, from the Punjab region. Study the works of renowned Punjabi poets such as Bulleh Shah, Waris Shah, and Sultan Bahu
Week 7	Sindhi Sufi Poetry: Delve into the mystic and poetic traditions of Sindh. Study the poetry of Shah Abdul Latif Bhittai, Sachal Sarmast, and other Sufi poets, who blended spiritual themes with the local Sindhi culture. Pashto Literature: Learn about the Pashtun culture and literature, including the rich oral traditions, poetry, and folk stories of the Pashto-speaking regions. Study the works of legendary poets like Khushal Khan Khattak and Rahman Baba.
Week 8	Pashto Literature: Learn about the Pashtun culture and literature, including the rich oral traditions, poetry, and folk stories of the Pashto-speaking regions. Study the works of legendary poets like Khushal Khan Khattak and Rahman Baba.

	Balochi Literature: Explore the literature and cultural heritage of the Balochi-speaking regions. Study the folk tales, proverbs, and poetry of Balochi poets like Gul Khan Naseer and Mast Tawakali.
Week 9	Regional Folk Music: Study the diverse folk music traditions across different regions of Pakistan. Examine instruments, musical styles, and the cultural significance of genres like Qawwali, Ghazal, and Geet, Musical Instrumentals.
Week 10	Oral Traditions and Storytelling: Explore the oral storytelling traditions prevalent in various regions of Pakistan, such as Dastan-goi, Pehlwani, and Kaafi. Analyze the themes, motifs, and narrative structures found in these stories.
Week 11	Regional Festivals and Celebrations: Investigate the cultural significance of regional festivals, such as Basant in Punjab, Sindhi Topi Ajrak Day in Sindh, Jashn-e-Baharan in Balochistan, and Shandur Polo Festival in Gilgit-Baltistan.
Week 12	Impact of Partition Literature: Examine the literary works that emerged as a response to the Partition of India in 1947. Analyze the writings of authors like Saadat Hasan Manto, Khushwant Singh, and Abdullah Hussein, Amerta Preetam who explored the human experiences and consequences of partition.
Week 13	Punjabi Poetry, prose and performing art 1. Ustad Daman, 2. Saraiki poetry and singing 3. Punjabi Darama and Film
Week 14	Comparing regional literature with world literature and Digital world • Iranian culture and literature • Afghan culture and literature • Chinese culture and literature • Western culture and literature
Week15	Dialogue for Cultural Diversity Culture and literature for National Harmony
Week 16	Literature for personal Development and emotional and social well-being in Youth especially for teachers

Links for Further exploration

i. Pakistan Embassy Cultural Wing: The official website of the Cultural Wing of the Pakistan Embassy provides valuable information on various aspects of Pakistani culture, including literature, arts, music, and festivals. Visit their website at http://pakistanembassy.org.pk/cultural-wing/.

ii. Academy of Letters Pakistan: The Academy of Letters Pakistan, also known as the Pakistan Academy of Letters, is a government organization dedicated to promoting and preserving Pakistani literature and culture. Their website offers access to literary resources, books, and publications. Visit their website at https://pal.gov.pk/.

iii. Urdu Literature: Rekhta.org is a comprehensive website that focuses on Urdu literature, including poetry, prose, and ghazals. It features works of renowned Pakistani poets and writers, as well as information about their lives and contributions. Explore their collection at https://rekhta.org/.

iv. British Library's South Asian Collections: The British Library has an extensive collection of South Asian literature, including works from Pakistan. Website provides information about the collections, exhibitions, and digitized manuscripts. Visit their website at https://www.bl.uk/collection-guides/south-asia.

v. Pakistan National Council of the Arts (PNCA): PNCA is a government body in Pakistan that promotes and supports various forms of art, including literature. The Official website is http://www.pnca.org.pk/.

vi. Virtual University of Pakistan: The Virtual University of Pakistan offers various online courses on literature, including Pakistani literature, as part of their distance learning programs. Visit their website at http://www.vu.edu.pk/library/digital-library.

PSYC-5101 Introduction to Psychology 3(3-0)

This course has been designed to ensure an effective orientation of students towards the discipline of psychology so that they may come to appreciate the diversity of the subject and its pragmatic significance. This course provides an introduction to the concepts and theories of psychology and to their application to real-life situations. Topics include history, research methods, sensation, perception, consciousness, stress and coping, learning, memory, motivation and emotions. The main objectives of the course include to familiarize students with the essential features of human personality; to inculcate a sense of personal relevance of Psychology as a subject with the potential of gaining better insight into oneself and others. Upon the successful completion of the course students will have an introductory knowledge of selected areas of basic psychological enquiry and they will be able to: differentiate between scientific and non-scientific information about human behaviours and mental processes, describe major developments and research methods used in psychology; Explain psychological processes involved in sensation, perception, learning, memory, motivation, emotion, states of consciousness and health; Analyze the variety of factors affecting sensation, perception, consciousness, learning, memory, motivation, emotion, and health; and can apply psychological concepts and principles to situations in everyday life.

Contents

1. Introduction to Psychology: Definition of psychology, Goals of psychology, Major schools of thought in psychology, Major fields of psychology
2. Basic research Methods in Psychology: Survey research, Experimental research, Case study method
3. Biological Basis of Behavior: Brain and nervous system, Structure and function of major brain areas, Neurotransmitters and their functions
4. Sensation and Perception: Difference between sensation and perception, Principles of perception, Role of perception in human cognition
5. Motivation and Emotion: Concept & Theories of motivation and emotion
6. Learning: Definition of Learning, Types of Learning (i) Classical Conditioning (ii) Operant Conditioning, (iii) Observational Learning
7. Memory and Intelligence: Definition and stages of human memory, Types of memory, Concept of intelligence, Basic theories of intelligence
8. Personality development: Concept & Theories; Tips to improve personality
9. Health and Stress, Stress and Coping, Stress, Health, and Coping in the Workplace, Effective Measure to deal with stress and ways to cope.
10. Application of Psychology in Our Social Lives

Recommended Texts

1. Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.
2. Nolen-Hoeksema, S., & Hilgard, E. R. (2015). *Atkinson and Hilgard's introduction to psychology* (16th ed.). New Dehli: Cengage Learning.

Suggested Readings

1. Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology.* London: Illuminate Publishing - Cheltenham.
2. Coon, D., Mitterer, J. O., & Martini, T. S. (2018*). Introduction to psychology: Gateways to mind and behavior* (15th ed.). Boston: Cengage Learning.

ULAW-5130 Introduction to Basic Laws 3(3-0)

This course will educate the students at large, the law, rules, regulations related to daily life. Students will learn how to behave and ensure order, predictability and security in some basic fields of life. This course is designed to aware the basic rights and obligations to make the civic. This course will develop basic necessary knowledge, skills and attitude for legal awareness among the students. To enlighten the basic principles and rules regarding basic Fundamental Rights of citizen as provided in The Constitution of Pakistan 1973, Human Rights Laws, Consumer Protections Laws, Environmental Laws, and Women Protection Laws in order to gain insight into law and legal system. It will provide basic acquaintance to legal principles and will advance social justice. Moreover, it will impart light on corners of life that will make the student more vibrant, civilized and law abiding citizens.

Upon completion of the Course student should be able to know about:

I. Students will be able to learn and understand the basic fundamental rights as provided by The Constitution of Pakistan 1973.
II. Behaving more intelligently being a consumer of commodities as well as services.
III. They will understand the basic human rights in national and international scenario.
IV. They will be able to learn how environment can be kept more clean and penalties on the violation.
V. They will be aware of the women protection laws and consequences of harassment of women.

Week	**Content / Concepts**
Week 1	Introduction To Basic Concepts For Understanding The Law and The Legal System
Week 2-3	Fundamental Rights (Article 8 to 28)
Week 4	Origin and Classification of Human Rights
Week 5	Universal Declaration of Human Rights 1948
Week 6	European Convention on Human Rights
Week 7-8	Theory and Practice of Human Rights in Pakistan
Week 9	The Punjab Consumer Protection Act,2005
Week 10	The Punjab Consumer Protection Rules 2009
Week 11	The Pakistan Environmental Protection Act,1997
Week 12	The Punjab Environmental Protection Act,1997 Institutions Dealing With Environment in Pakistan
Week 13	Family laws – Introduction
Week 14	The Women Protection Act, 2006
Week 15	The Protection Against Harassment of Women at Workplace Act, 2010
Week 16	The Punjab Protection of Women Against Violence Act 2016

Text Books:.

1. Rizvi,R.S.Constitutional Law of Pakistan (2nd ed). Lahore: Vanguard Books, 2005.
2. The Constitution of Islamic Republic of Pakistan, 1973 (Amended up-to-date)
3. The Punjab Consumer Protection Act,2005
4. The Women Protection Act,2006
5. Khān, Z. (2007). Human rights: Theory and practice. Pakistan Law House

URDU- 5101 **Functional Urdu** **3(3-0)**

1. **اردو زبان**
. اردو زبان کا تعارف اور تاریخ ۲۔ ادب کی سماجی افادیت
۳۔ بنیادی گرایمر(اردو املا،صرف ، نحو،اجزا ئےکلام، رموز اوقاف)
۴۔ دفتری اردو

2. **اردو نثر کی مختصر تاریخ**
۱۔اردوناول کی تاریخ اور اہم ناول نگار(تعارفی مطالعہ)
۲۔ اردو افسانے کی تاریخ اور اہم افسانہ نگار (تعارفی مطالعہ)

3. **منتخب ادب پاروں کا مطالعہ** ۱۔مجھ سے پہلی سی محبت مری محبوب نہ مانگ (نظم /گیت ازفیض احمد فیض)
۲۔ دل میں اک لہر سی اٹھی ہے ابھی(غزل از ناصرکاظمی)
۳۔ حقیقت حسن، (نظم علامہ اقبال) ۴۔ جواری (افسانہ ازغلام عباس) ۵۔ تماشا (افسانہ ازمنشا ایاز)

4. **اردو شاعری** ۔ شاعری کی منتخب اصناف اور شاعر ں کا مطالعہ
۱۔ غزل کیا ہے؟ نیز میر تقی میر اور مرزا غالب کا خصوصی مطالعہ
۲۔پابند نظم کیا ہے؟ خصوصی مطالعہ آدمی نامہ از نظیر اکبر آبادی
۳۔ آزاد نظم کیا ہے؟ خصوصی مطالعہ شکوہ (علامہ اقبال) آٹو گراف از (مجید امجد) تیل کے سوداگر (ن۔م۔راشد)

5. **اردو نثر۔** منتخب نثری اصناف کا تعارف اور منتخب فکشن کا خصوصی مطالعہ
۱۔ داستان کیا ہے؟۲۔ ناول کیا ہے؟خصوصی مطالعہ آنگن (خدیجہ مستور) ۳۔افسانہ کیا ہے ؟ نیاقانون(منٹو)

مجوزہ کتب

1۔ اردو شاعری کا فنی ارتقا ...ڈاکٹر فرمان فتح پوری
2۔ اردو نثر کا فنی ارتقا ...ڈاکٹر فرمان فتح پوری
3۔ اردو زبان کی تاریخ ...مرزا خلیل احمد بیگ
4۔اردو قواعد... مولوی عبدالحق
5۔ اصناف ادب ... ڈاکٹر رفیع الدین ہاشمی
6۔ اردو لسانیات اور مستشرقین...ڈاکٹر ساجد جاوید
7۔اردو قواعدو انشاء جماعت دہم... پنجاب کریکولم اینڈ ٹیکسٹ بورڈ ،لاہور

SOWK-6135 School Social Work 3(3-0)

This course is designed to impart student's knowledge about the role of school as an agency outside home, its role in personality development and socialization. This course offers a wide range of theories related to social work and school social work practice. By understanding ethical dimensions, ecological framework, political environment of the school and student's issues and challenges in school setting, the students will be able to understand core values of social work practice and scope of school social work practice in Pakistan. Moreover, this course provides comprehensive information about student-focused interventions, system-focused interventions and proven and promising programs that target classrooms, schools, families, neighborhoods, and communities for change. At the end of the course, the students are expected to have understanding about historical development of school social work, emergence and role of National Association of Social Workers as well as exemplary school and community based programs to prevent bullying, violence, truancy and substance abuse.

Contents

1. Concept, meaning and scope of social work in educational institutions.
2. History of School Social Work (International & National)
3. Ecological Perspective and organizing framework for School Social Work Practice
4. Social Work Methods and School Social Work
5. Roles and Tasks of School Social Workers and Other Professional Support Staff
6. Ethical Dimensions of School Social Work Practice
7. The Organizational Structure and Processes of the School
8. The Culture and Climate of the School
9. The Political Environment of the School
10. Externalizing Behavior Problems & Proven Student-Focused Interventions/Programs
11. Internalizing Behavior Problems & Proven or Promising Student-Focused Interventions
12. Social Problems & Proven or Promising Student-Focused Interventions Targeting Children and Youth Experiencing Social Problems
13. Students with Disabilities & School Social Work Practice
14. Promising Interventions Targeting Students with Disabilities
15. System-Focused Interventions
16. Theories related to social work and school social work practice
17. Rationale of School Social Work Practice in Pakistan
18. Government and non-Government agencies related to child welfare in Pakistan.

Recommended Books

1. Dupper, D. (2002). *School social work: Skills and interventions for effective practice*. New Jersey:John Wiley & Sons.
2. Openshaw, L. (2008). *Social work in schools: Principles and practice*. New York: Guilford Press.

Suggested Readings

1. Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.
2. National Association of Social Workers. (2003). *NASW Standards for School Social Work Services*. USA: Clearinghouse.

PUNJ-5111 Introduction to Punjabi Literature 3(3-0)

پنجابی ادب دی جھولی ون پونیاں ادبی صنفاں نال بھری پئی اے۔ پڑھیاراں نوں ایس بھنڈار ول پریرن لئی ایہناں ادبی صنفاں بارے جانکاری دیون دی لوڑ اے۔ ایس کورس وچ ایسے گل نوں مکھ رکھدیاں ہویانشاعری تے نثر وچوں چون اساری گئی اے۔ ایہہ اک تعارفی کورس اے۔ ایس کورس وچ پڑھیاراں نوں نمونے دے طور تے چونویں تخلیق کاراں دی اک اک ادبی لکھت پڑھائی جائے گی۔ایس کورس دا مقصد پڑھیاراں نوں پنجابی ادب دے کھلار بارے جانکاری دینا اے۔

Contents:

کلاسیکی شاعری

1. بابا فرید 3 شلوک
2. شاہ حسین اک کافی
3. بُلھے شاہ اک کافی
4. وارث شاہ 3 بند (ہیر وارث شاہ وچوں)
5. میاں محمد بخش 5شعر (سیف الملوک وچوں)

جدید شاعری (غزل تے نظم)

1. پیر فضل گجراتی رہ سکدی اے کِنج اوہنوں میری وفا یاد
2. ریاض احمد شاد جو ورتارا ظابرے دا اے، میں نہیں مندا
3. امرتا پریتم اج آکھاں وارث شاہ نوں
4. باقی صدیقی ایہہ نہیں مینڈا گراں

نثر

1. پروین ملک کیہ جاناں میں کون (اک کہانی)
2. منشا یاد وگدا پانی (اک کہانی)

Recommended Texts:

بابا فرید (1978ء)، آکھیا بابا فرید نے۔مرتبہ محمد آصف خاں۔لاہور: پاکستان پنجابی ادبی بورڈ

وارث شاہ (2001ء)، ہیر وارث شاہ، مرتبہ عبدالعزیز، شیخ ، بار ایٹ لاء، لاہور: الفیصل

امرتا پریتم (2008ء)، کاغذ تے کینوس۔ لاہور: سانجھ پبلی کیشنز

پروین ملک (1984)، کیہ جاناں میں کون۔ لاہور: پاکستان پنجابی ادبی بورڈ

منشا یاد (1987ء)، وگدا پانی۔ لاہور:پاکستان پنجابی ادبی بورڈ

Suggested Readings:

سعید بھُٹا (1997ء)، سانجھ وچار۔ لاہور: اے۔ ایچ پبلشرز

سرفراز حسین قاضی(1976ء)، نویں نظم۔ شیخوپورہ: فکر جدید پبلیکیشنز