

Updated Scheme of Studies and Course Outlines for B.S Education



UNIVERSITY OF BALTISTAN, SKARDU

DEPARTMENT OF EDUCATIONAL DEVELOPMENT

SCHEME OF STUDIES AND COURSE OUTLINES FOR B.S EDUCATION

**(Updated according to HEC Undergraduate Policy 2023)
Course Development Committee**

**Chaired by
Qaiser Abbas Course Convener /Additional Director Academics**

Members

1-Mr Ahmad Bashir

2-Ms Haleema Batool

3- Sehrish Fatima

Table of Contents

UNIVERSITY OF BALTISTAN, SKARDU	1
DEPARTMENT OF EDUCATIONAL DEVELOPMENT	1
SCHEME OF STUDIES AND COURSE OUTLINES FOR B.S EDUCATION	1
Table of Contents	2
THE DEPARTMENT	8
Vision:	8
Mission:	8
Goals:.....	8
Objectives:.....	8
Program Vision:	8
Program Mission:	8
Program goals:.....	9
Program Objectives:	9
General Requirements of the Program Nomenclature:.....	10
Eligibility Criteria:.....	10
Pathway for the Associate Degree Holders in Education:.....	10
Pathway for Conventional Two-Year BSc Holders:.....	11
Program requirements:	11
SEMESTER-WISE BREAK-UP OF COURSES	12
PROGRAM-WISE BREAK-UP OF COURSES	12
SEMESTER-WISE BREAKDOWN OF COURSES	13
Year 1	13
SEMESTER-I.....	13
SEMESTER-II.....	13
Year 2	14
SEMESTER-III	14
SEMESTER-IV	14
Year 3	15
SEMESTER-V	15
SEMESTER-VI.....	15
Year 4	16
SEMESTER-VII.....	16
SEMESTER-VIII	16
List of Major Courses.....	17
List of General Education Courses:.....	18
List of Interdisciplinary Courses (Minor):.....	18
List of Content Courses	18
Internship/Field Experience/Capstone Project.....	18
Course outlines:	19

COURSE TITLE: TEACHING STRATEGIES.....	20
Course Code: UBED-111	20
Credit Hrs. 03	20
Course Description:.....	20
COURSE TITLE: CHILD DEVELOPMENT	26
Course Code: UBDU-112.....	26
Credit Hrs. 03	26
COURSE TITLE: FUNCTIONAL ENGLISH.....	31
Course Code: UBED 113	31
Credit Hrs. 03	31
TITLE OF COURSE: ISLAMIC STUDIES	36
Course Code: UBED-114.....	36
Credit Hrs. 2	36
TITLE OF COURSE: URDU.....	40
Course Code: UBED 115	40
Credit Hrs. 03	40
COURSE TITLE: ENVIRONMENTAL STUDIES	4
Course Code: UBED -116.....	4
Credit Hours 03 (2-1)	4
COURSE TITLE: EVERY DAY SCIENCE.....	9
Course Code UBED-117	9
Credit Hrs. 03	9
COURSE TITLE: CLASSROOM MANAGEMENT	14
Course Code: UBED-121	14
Credit Hrs. 03	14
COURSE TITLE: EDUCATIONAL PHILOSOPHY.....	19
Course Code UBED-122	19
Credit Hrs. 3	19
COURSE TITLE: GENERAL MATHEMATICS	24
Course code: UBED-123.....	24
Credit Hrs. 03	24
COURSE TITLE: IDEALOGY AND CONSTITUTION OF PAKISTAN.....	30
Course Code: UBDU-124.....	30
Credit Hrs. 03	30
COURSE TITLE: CIVIC AND COMMUNITY ENGAGEMENT.....	35
Course Code: UBED-125	35
Credit Hrs. 3	35
Learning Objectives:	35
Week 1: Introduction to Civic Engagement	36

Week 2: Models of Civic Engagement.....	37
Week 3: Social Movements and Community Organizing.....	37
Week 4: Advocacy and Policy Change	37
Week 5: Volunteering and Service Learning	37
Week 6: Grassroots Initiatives and Innovation.....	37
COURSE TITLE: INTRODUCTION TO SOCIOLOGY.....	39
Course Code: UBED-126	39
Credit Hrs: 03	39
COURSE TITLE: INTRODUCTION TO TOURISM.....	43
Course Code: UBED-127	43
Credit Hrs. 03	43
COURSE TITLE: CURRENT AFFAIRS	47
Course Code: UBED-128	47
Credit Hrs. 03	47
COURSE TITLE: TEACHING OF SCIENCE	52
Course Code: UBED-231	52
Credit Hrs. 03	52
COURSE TITLE TEACHING OF URDU	57
Course Code: UBED-232	57
Credit Hrs. 03	57
TITLE OF THE COURSE: CRITICAL THINKING AND REFLECTIVE PRACTICES	65
Course Code: UBED-233	65
Credit Hours: 03	65
COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION	70
Course Code: UBED-234	70
Credit Hrs. 03	70
COURSE TITLE: ENTREPRENEURSHIP AND FINANCIAL LITERACY.....	77
Course Code: UBED-235	77
Credit Hrs. 03	77
COURSE TITLE: ART, CRAFT AND CALLIGRAPHY.....	82
Course Code: UBED-236	82
Credit Hrs. 02	82
COURSE TITLE: CREATIVE WRITING	87
Course Code: UBED-237	87
Credit Hrs. 03	87
COURSE TITLE: HEALTH AND PHYSICAL EDUCATION.....	91
Course Code: UBED-238	91
Credit Hrs. 03	91
COURSE TITLE: CLASSROOM ASSESSMENT	96

Course Code: UBED-241	96
Credit Hrs. 03	96
COURSE TITLE: TEACHING OF ENGLISH.....	100
Course Code: UBED-242	100
Credit Hrs. 03	100
COURSE TITLE: TEACHING OF MATHEMATICS	106
Course Code: UBED-243	106
Credit Hrs. 03	106
COURSE TITLE: ACADEMIC WRITING.....	111
Course Code: UBED-244	111
Credit Hrs. 03	111
COURSE TITLE: TOOLS FOR QUANTITATIVE REASONING.....	116
Course Code: UBED-245	116
Credit Hrs. 03	116
COURSE TITLE: TEACHING PRACTICUM (Short Term).....	121
Course Code: UBED-246	121
Credit Hrs. 03	121
TITLE OF COURSE: CURRICULUM DEVELOPMENT	126
Course Code: UBED-351	126
Credit Hrs. 03	126
TITLE OF COURSE: EDUCATIONAL PSYCHOLOGY.....	133
Course Code: UBED-352	133
Credit Hrs. 03	133
TITLE OF COURSE: FOUNDATIONS OF EDUCATION	138
Course Code: UBED-353	138
Credit Hrs. 03	138
TITLE OF COURSE: EDUCATIONAL LEADERSHIP AND MANAGMENT	144
Course Code: UBED-354	144
Credit Hrs: 03	144
TITLE OF COURSE: SCHOOL, COMMUNITY AND TEACHER.....	150
Course Code: UBED-355	150
Credit Hrs. 03	150
TITLE OF COURSE: CONTENT COURSE I	157
(Biology/ Social Studies).....	157
Course Code: UBED-356	157
Credit Hrs. 03	157
TITLE OF COURSE: CONTENT COURSE I	163
(Biology/ Social Studies).....	163
Course Code: UBED-355	163

Credit Hrs. 03	163
TITLE OF COURSE: COMPARATIVE EDUCATION	168
Course Code: UBED-361	168
Credit Hrs. 03	168
TITLE OF COURSE: INTRODUCTION TO GUIDANCE AND COUNSELLING	173
Course Code: UBED-362	173
Credit Hrs. 03	173
COURSE TITLE: CONTEMPORARY ISSUES AND TRENDS IN EDUCATION	178
Course Code: UBED-363	178
Credit Hrs. 03	178
COURSE OUTLINE: EARLY CHILDHOOD EDUCATION.....	184
Course Code: UBED-364 Credit Hours: 03	184
COURSE TITLE: CONTENT COURSE II	189
(Chemistry/ History).....	189
Course Code: UBED-365	189
Credit Hrs. 03	189
COURSE TITLE: CONTENT COURSE II	194
(Chemistry/ History).....	194
Course Code: UBED-365	194
Credit Hrs: 03	194
COURSE TITLE: CONTENT COURSE III.....	200
(Physics/ Geography)	200
Course Code: UBED-366	200
Credit Hrs. 03	200
COURSE TITLE: CONTENT COURSE III.....	203
(Physics/ Geography)	203
Course Code: UBED-366.....	203
Credit Hrs. 03	203
TITLE OF COURSE: RESEARCH METHODS IN EDUCATION	208
Course Code: UBED-471	208
Credit Hrs. 03	208
TITLE OF COURSE: TEST DEVELOPMENT AND EVALUATION	214
Course Code: UBED-472	214
Credit Hrs. 03	214
TITLE OF COURSE: PEDAGOGY I.....	220
(Teaching of Biology/ Teaching of Social Studies)	220
Course Code: UBED-473	220
Credit Hrs. 03	220
TITLE OF COURSE: PEDAGOGY I.....	226

(Teaching of Biology/ Teaching of Social Studies)	226
Course Code: UBED-473	226
Credit Hrs. 03	226
TITLE OF COURSE: PEDAGOGY II	236
(Teaching of Chemistry/ Teaching of History)	236
Course Code: UBED-474	236
Credit Hrs. 03	236
TITLE OF COURSE: PEDAGOGY III	242
(Teaching of Physics/ Teaching of Geography)	242
Course Code: UBED-475	242
Credit Hrs. 03	242
TITLE OF COURSE: PEDAGOGY III	246
(Teaching of Physics/ Teaching of Geography)	246
Course Code: UBED-475	246
Credit Hrs. 03	246
TITLE OF THE COURSE: SCHOOL MANAGEMENT	252
Course Code: UBED-481	252
Credit hours: 3	252
TITLE OF THE COURSE: HUMAN RECURSE MANAGEMENT.....	256
COURSE CODE: UBED-482	256
Credit Hrs. 03	256
TITLE OF THE COURSE: TEACHING PRACTICUM (LONG TERM).....	262
COURSE CODE: UBED-483	262
Credit Hrs. 06	262

THE DEPARTMENT

Department of Educational Development is one of the pioneer departments of the University of Baltistan, Skardu. The department aims to develop exemplary teachers, teacher educators, educational managers and leaders, equipped with contextually relevant knowledge, skills, and scholarship in the areas of education and educational development.

Vision:

Education for life with human dignity, civic responsibility and economic prosperity!

Mission:

To produce dynamic educators with capabilities of change management through learning from life and for life, who can serve in educational institutions to ensure quality of teaching and learning?

Goals:

- Provide well-defined learning opportunities through research and innovative approaches;
- Create hope and enthusiasm in learners for academic excellence;
- Develop educational leaders and managers, pedagogical leaders and reflective practitioners; and change agents
- Expand horizons of learning from both inside and outside classroom activities.

Objectives:

- Prepare and train students to work as educational professional who will work as change agent.
- Promote 'transformative and multidisciplinary teaching-learning practices;
- Initiate, encourage, and facilitate innovation and research in education;
- Develop standardized protocols for all academic processes and practices;
- Educate prospective teachers about resources development for learning; and
- Integrate ICT in teaching and learning

Program Vision:

Fostering the Educational reforms through development of Educational professional's capabilities by dissemination of knowledge and discovery

Program Mission:

Work for producing effective pedagogical leaders, Educational managers, teacher educators and reflective practitioners who will work as change agent in schools as well as in the society

Program goals:

- Producing Innovative competent individuals who will work for educational change as educational managers, leaders, teacher educators, pedagogical leaders, and active citizens.
- Helping and supporting students for professional and academic excellency
- Equip students with all abilities and skills to bring educational reforms.
- Develop students with a solid foundation in general education, different disciplines and practical needed for 21st century.
- Enable students to address real-world educational issues, diverse understanding of natural and social science.
- Demonstrate their ability to apply theoretical frameworks to practical contexts, and showcase their readiness to enter the field of education as competent professionals
- Instils ethical values and principles in students, emphasizing the importance of integrity, fairness and social responsibility in the field of education

Program Objectives:

- Ensure need based and innovative teaching-learning approaches ’
- Foster academic progressed through improved content knowledge skills.
- Develop pedagogical and managerial skills among the students
- To provide students with a solid foundation in general education, ensuring they develop critical thinking, writing, speaking, and quantitative skills.
- Reinforce the understanding of how different disciplines intersect with education.
- Emphasizes the importance of practical experience through field internships.
- Enable students to address real-world educational issues, demonstrate their ability to apply theoretical frameworks to practical contexts, and showcase their readiness to enter the field of education as competent professionals

- Instils ethical values and principles in students, emphasizing the importance of integrity, fairness, and social responsibility in the field of education.
- Enable students to demonstrate understanding of natural science and other interlinked field of social science
- To facilitate prospective teachers to learn and practice 21st century innovation and skills
- Ensure integration of ICT in Classroom
- Develop sense of exploration investigation and research among prospective teachers

General Requirements of the Program Nomenclature:

Bachelor of Studies in Education

Eligibility Criteria:

Intermediate or equivalent with at least 45% marks.

FA/F.Sc. / A level or equivalent with minimum 2nd Division.

Duration:	4 years
Semester Duration:	16-18 weeks
Semesters:	8
Course Load Per Semester:	15-18 Credit Hours
Number of Courses per semester:	5-6

The minimum duration for completion of BS degree is four years. The HEC allows maximum period of seven years to complete BS degree requirements.

Pathway for the Associate Degree Holders in Education:

- The candidates with AD Education are eligible for admission in 5th Semester of BS Education Programs. Such students shall complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The candidates who acquired AD in Education prior to the admission criteria (as stated above) are also eligible for admission in 5th Semester of BS Education Programs. Such students shall also complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The minimum eligibility for admission in the fifth semester in this case is 2.0 CGPA out of 4 in the prior qualification i.e., conventional two-year BA/BSc

degree programs.

- Admission in 5th Semester is subject to the availability of seats.

Pathway for Conventional Two-Year BSc Holders:

- Students having completed conventional two-year BA/BSc are allowed to be admitted in the fifth semester of the BS program, in which case students shall be required to complete deficiency courses through a bridging semester before commencement of the fifth semester as determined by the department.
- The minimum eligibility for admission in the fifth semester in this case is 45% cumulative score in the prior qualification i.e., conventional two-year BA/BSc degree programs.
- Admission in 5th Semester is subject to the availability of seats.

Program requirements:

The HEC prescribed curricula are followed in these programs. We would recommend the nomenclature for the Four-year B.S Education program. The following are the key components of the BS Education programs.

a) Major Courses	:	72
b) General Education	:	33
c) Interdisciplinary(Minor)		12
d) Content Courses	:	09
e) Field Experiences	:	9
f) Capstone project		03
Total Credit Hours	:	138

SEMESTER-WISE BREAK-UP OF COURSES						
Semester	General Education Courses Cr Hrs	Major Cr Hrs	Interdisciplinary Courses(Minor) Cr Hrs	Internship/Field Experience/Capstone Project Cr Hrs	Content	Total Cr Hr
1 st	11	06				17
2 nd	11	06				17
3 rd	08	09				17
4 th	03	12	--	03		18
5 th		12	03		03	18
6 th		09	03		06	18
7 th		15	03			18
8 th		03	03	09		15
Total	33	72	12	12	9	138

PROGRAM-WISE BREAK-UP OF COURSES					
Credit Hours	General Education Courses	Major Courses	Interdisciplinary Courses	Internship/Field Experience/ Capstone Project	Content Courses
138	33	72	12	12	09

SEMESTER-WISE BREAKDOWN OF COURSES			
Year 1 SEMESTER-I			
Course Code	Course Title	Domain	CrHr
UBED-111	Teaching strategies	Major	3(3-0)
UBED -112	Child Development	Major	3(3-0)
UBED-113	Functional English	G E	3(3-0)
UBED 114	Islamic Studies	GE	2(2-0)
UBED 115	Urdu	G E	3(-0)
Any one from Natural Science			
UBED -116	Environmental Studies	GE	3(2-1)
UBED -117	Everyday Science	GE	3(2-1)
Total	6		17

SEMESTER-II			
Course Code	Course Title	Domain	CrHr
UBED -121	Classroom Management	Major	3(3-0)
UBED -122	Educational Philosophy	Major	3(3-0)
UBED-123	General Mathematics	G E	3(3-0)
UBED -124	Ideology and Constitution of Pakistan	GE	2(2-0)
UBED -125	Civic and Community Engagement	GE	3(3-0)
Any one from Social Sciences			
UBED -126	Introduction to Sociology	G E	3(3-0)
UBED -127	Introduction to Tourism	G E	3(3-0)
UBED -128	Current affairs	G E	3(3-0)
Total	6		17

Year 2

SEMESTER-III

Course Code	Course Title	Domain	CrHr
UBED-231	Teaching of General Science	Major	3(3-0)
UBED-232	Teaching of Urdu	Major	3(3-0)
UBED-233	Critical Thinking and Reflective Practices	Major	3(3-0)
UBED-234	ICT In Education	G E	3(3-0)
UBED -235	Entrepreneurship and Financial literacy	G E	3(2+1)
One subject from any of the following (Arts and Humanities):			
UBED -236	Art, Craft and Calligraphy	GE	2(2-0)
UBED -237	Creative Writing	GE	2(2-0)
UBED -238	Health and Physical Education	GE	2(2-0)
Total	6		17

SEMESTER-IV

Course Code	Course Title	Domain	CrHr
UBED -241	Classroom assessment	Major	3(3-0)
UBED -242	Teaching of English	Major	3(3-0)
UBED -243	Teaching of Mathematics	Major	3(3-0)
UBED -244	Academic Writing	Major	3(3-0)
UBED -245	Tools for Quantitative Reasoning	GE	3(3-0)
UBED -246	Teaching Practicum Short Term	Field Based	3(0-3)
Total	06		18

**Year 3
SEMESTER-V**

Course Code	Course Title	Domain	CrHr
UBED -351	Curriculum Development	Major	3(3-0)
UBED -352	Educational Psychology	Major	3(3-0)
UBED-353	Foundations of Education	Major	3(3-0)
UBED -354	Educational leadership and Management	Major	3(3-0)
UBED -355	School, Community and Teacher	IN D (Minor)	3(2-1)
UBED-356	Content Course I (Biology or S. Studies)	Content	3(3-0)
Department will offer 1 content course as per student need, whether they are interested in science or humanities group			
Total	6		18

SEMESTER-VI

Course Code	Course Title	Domain	CrHr
UBED -361	Comparative Education	Major	3(3-0)
UBED -362	Introduction to Guidance and Counselling	Major	3(3-0)
UBED -363	Contemporary Trends and Issues in Education	Major	3(3-0)
UBED -364	Early Childhood Education	IN D (Minor)	3(3-0)
UBED -365	Content course II (Chemistry or History)	Content	3(3-0)
UBED -366	Content III (Physics or Geography)	Content	3(3-0)
	Naira Quran and Hadith/Suunah		Non Credit Courses
Department will offer 2 content courses as per student need, whether they are interested in science or humanities group			
Total	7		18

**Year 4
SEMESTER-VII**

Course Code	Course Title	Domain	CrHr
UBED -471	Research Methods in Education	Major	3(3-0)
UBED-472	Educational Test Development and Evaluation	Major	3(3-0)
UBED-473	Pedagogy I (Biology or S. Studies)	Major	3(3-0)
UBED-474	Pedagogy II (Chemistry or History)	Major	3(3-0)
UBED-475	Pedagogy III (Physics or Geography)	Major	3(3-0)
UBED-476	Inclusive Education	IN D(Minor)	3(3-0)
Department will offer 3 pedagogical courses as per student need, whether they are interested in science or humanities group.			
Total	6		18

SEMESTER-VIII

Course Code	Course Title	Domain	CrHr
UBED -481	School Management	Major	3(3-0)
UBED -482	Human Recourse Management	IN D (Min or)	3(3-0)
UBED -483	Teaching Practicum (Long Term)	Field Based	6(6-0)
UBED -484	Capstone Project / Thesis	Field based Proje ct	3(3-0)
Total	05		15

List of Major Courses

S No	Course Code	Course Title	Credit Hours
1	UBED-111	Teaching strategies	3(3-0)
2	UBED -112	Child Development	3(3-0)
3	UBED -121	Classroom Management	3(3-0)
4	UBED -122	Educational Philosophy	3(3-0)
5	UBED-231	Teaching of General Science	3(3-0)
6	UBED-232	Teaching of Urdu	3(3-0)
7	UBED-233	Critical Thinking and Reflective Practices	3(3-0)
8	UBED -241	Classroom assessment	3(3-0)
9	UBED -242	Teaching of English	3(3-0)
10	UBED -243	Teaching of Mathematics	3(3-0)
11	UBED -244	Academic Writing	3(3-0)
12	UBED -351	Curriculum Development	3(3-0)
13	UBED -352	Educational Psychology	3(3-0)
14	UBED-353	Foundations of Education	3(3-0)
15	UBED -354	Educational leadership and Management	3(3-0)
16	UBED -361	Comparative Education	3(3-0)
17	UBED -362	Introduction to Guidance and Counselling	3(3-0)
18	UBED -363	Contemporary Trends and Issues in Education	3(3-0)
19	UBED -471	Research Methods in Education	3(3-0)
20	UBED-472	Educational Test Development and Evaluation	3(3-0)
21	UBED-473	Pedagogy I (Biology or S. Studies)	3(3-0)
22	UBED-474	Pedagogy II (Chemistry or History)	3(3-0)
23	UBED-475	Pedagogy III (Physics or Geography)	3(3-0)
24	UBED -481	School Management	3(3-0)

List of General Education Courses:

S No	Course Code	Course Title	Credit Hours
1	UBED-113	Functional English	3(3-0)
2	UBED 114	Islamic Studies	2(2-0)
3	UBED 115	Urdu	3(-0)
4	UBED -116	Environmental Studies	3(2-1)
5	UBED -117	Everyday Science	3(2-1)
6	UBED-123	General Mathematics	3(3-0)
7	UBED -124	Ideology and Constitution of Pakistan	2(2-0)
8	UBED -125	Civic and Community Engagement	3(3-0)
9	UBED -126	Introduction to Sociology	3(3-0)
10	UBED -127	Introduction to Tourism	3(3-0)
11	UBED -128	Current affairs	3(3-0)
12	UBED-234	ICT In Education	3(3-0)
13	UBED -235	Entrepreneurship and Financial literacy	3(2+1)
14	UBED -236	Art, Craft and Calligraphy	2(2-0)
15	UBED -237	Creative Writing / Technical Writing and Presentation Skills	2(2-0)
16	UBED -238	Health and Physical Education	2(2-0)
17	UBED -245	Tools for Quantitative Reasoning	3(3-0)

List of Interdisciplinary Courses (Minor):

S No	Course Code	Course Title	Credit Hours
1	UBED -355	School, Community and Teacher	3(2-1)
2	UBED -364	Early Childhood Education	3(3-0)
3	UBED-476	Inclusive Education	3(3-0)
4	UBED -482	Human Recourse Management	3(3-0)

List of Content Courses

S No	Course Code	Course Title	Credit Hours
1	UBED-356	Content Course I (Biology or S. Studies)	3(3-0)
2	UBED -365	Content course II (Chemistry or History)	3(3-0)
3	UBED -366	Content III (Physics or Geography)	3(3-0)

Internship/Field Experience/Capstone Project

S No	Course Code	Course Title	Credit Hours
1	UBED -246	Teaching Practicum Short Term	3(3-0)
2	UBED -483	Teaching Practicum (Long Term)	6(6-0)
3	UBED -484	Capstone Project / Thesis	3(3-0)

Course outlines:

In this section a comprehensive course outline for each course have been developed. The criteria for course development has been followed .The course description, outcomes , requirements, assessment methods and approaches and teaching strategies have been clearly stated.

The content and sub topics for each content have been stated. The course outline also presents week wise schedule, presentation and exam schedule to enable the teachers to manage their time. The principle of flexibility has been considered. The teacher can add and remove the topics according to society and students need.

The rationale behind to develop the course outline to follow the appropriate criteria, teaching strategies and assessment procedure to achieve departmental goals and objectives. It will also helpful for newly appointed teachers and visiting faculty to follow organized schedule and appropriate methods and strategies to meet the departmental expectations

COURSE TITLE: TEACHING STRATEGIES
Course Code: UBED-111
Credit Hrs. 03

Course Description:

The Teaching Strategies in Education course is designed to provide students with a comprehensive understanding of various instructional methods, techniques, and strategies used in educational settings. Through theoretical exploration, practical application, and reflection, students will develop the skills and knowledge necessary to create engaging and effective learning environments that meet the diverse needs of learners.

Learning Objectives:

1. Understand the theoretical foundations of teaching and learning.
2. Explore a range of teaching strategies and instructional approaches.
3. Develop skills in planning and implementing effective lessons and activities.
4. Foster student engagement and motivation through innovative teaching methods.
5. Utilize technology and multimedia resources to enhance teaching and learning.
6. Differentiate instruction to meet the needs of diverse learners.
7. Create inclusive and culturally responsive learning environments.
8. Assess student learning using a variety of formative and summative assessment techniques.
9. Reflect on teaching practices and engage in continuous professional growth.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents

Week 1: Introduction to Teaching Strategies

- Overview of teaching and learning theories
- Importance of effective teaching strategies
- Reflective teaching practices

Week 2: Lecture and Discussion

- Effective lecturing techniques
- Facilitating class discussions
- Incorporating active learning strategies

Week 3: Cooperative Learning

- Principles of cooperative learning
- Group work structures and strategies
- Peer teaching and collaboration

Week 4: Problem-Based Learning

- Introduction to problem-based learning (PBL)
- Designing and implementing PBL activities
- Assessing Learning objectives in PBL

Week 5: Inquiry-Based Learning

- Principles of inquiry-based learning
- Designing inquiry-based lessons and projects
- Fostering curiosity and critical thinking

Week 6: Flipped Classroom

- Flipped classroom models and approaches
- Creating instructional videos and online resources

- Engaging students in active learning outside the classroom

Week 7: Differentiated Instruction

- Understanding diverse learner needs
- Adapting instruction to meet individual differences
- Universal Design for Learning (UDL) principles

Week 8: Mid Term

Week 9: Technology Integration

- Utilizing educational technology tools
- Blended learning approaches
- Digital citizenship and online safety

Week 10: Project-Based Learning

- Designing and implementing project-based learning experiences
- Authentic assessment in project-based learning
- Student-led inquiry and creativity

Week 11: Experiential Learning

- Field trips and hands-on learning experiences
- Service-learning and community engagement
- Reflective practice in experiential learning

Week 12: Culturally Responsive Teaching

- Understanding cultural diversity in the classroom
- Creating inclusive learning environments
- Incorporating culturally relevant content and perspectives

Week 13: Assessment Strategies

- Formative and summative assessment techniques

- Authentic assessment methods
- Feedback and grading practices

Week 14: Presentations

Week 15; 16 Revision and Final Term

References:

1. Brookfield, S. D. (2015). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. John Wiley & Sons.
2. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD.
3. Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for Differentiating Schools & Classrooms*. ASCD.
4. Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy

Institute. <http://www.obe.unesco.org/en/services/online/services/online-materials/publications/educational-practices.html>

UNESCO(1973). NewUNESCO sourcebook for science teaching.Retrieved on January 20, 2012. <http://unesdoc.unrsco.org/images/oooo/0000056/00564le.pdf>

Rosenshine, B. (2010). Principles of instruction (Educational Practice Series No. 21). Geneva: Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

What Makes a Good Teacher? Opinions from Around the World. Retrieve from <http://www.unicef.org/teachers/teacher/teacher.htm>

West Virginia State Department of Education Resources for Formative Assessment Retrieve
from <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

COURSE TITLE: CHILD DEVELOPMENT
Course Code: UBDU-112
Credit Hrs. 03

Course Description:

Child Development is a comprehensive study of the physical, cognitive, emotional, and social development of children from infancy through adolescence. This course provides an in-depth exploration of the various stages of child development, examining the factors that influence growth and behavior in children.

Throughout the course, students will gain an understanding of the theoretical frameworks and research methodologies used in the study of child development. Topics covered include prenatal development, infancy, toddlerhood, early childhood, middle childhood, and adolescence. Emphasis is placed on the interplay between nature and nurture, as well as the roles of genetics, environment, culture, and individual differences in shaping development.

Learning objectives

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

- describe major theories and big themes in how children develop
- compare the characteristics of various developmental stages according to various theorists
- identify factors influencing the learning process
- design different age appropriate teaching methods based on developmental theory
- identify individual differences of students and children with special needs
- design different age appropriate teaching strategies based on developmental theory
- reflect on their conceptions about child development and its implications for teaching and learning.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate

- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents

Unit 1 – Course Introduction

- 1.1 Psycho-social Models
- 1.2 Behaviorism and Socio-cultural Models
- 1.3 Cognitive Models
- 1.4 Factors That Affect the Child: Key Issues and Controversies (3 Big Debates)
- 1.5 Approaches to Classroom Development

Unit 2 – Early Childhood Development

2.1 Introduction and Infant Development

2.2 3 Domains of Toddler Development

2.3 Developmentally Appropriate Practices for Toddlers

2.4 3 Domains of Preschool Child Development

2.5 Developmentally Appropriate Practices for Preschool Child Development

Unit 3 – Elementary School-Age Child

3.1 Introduction to Elementary Child Development

3.2 Aspects of Physical Development

3.3 Encouraging Healthy Physical Development

3.4 Cognitive Development: Overview and Piaget'

3.5 Concrete Operational Theory

Cognitive Development: Industriousness and Intelligences

Emotional Development

3.6 Social Development: Changes and Parental Roles

Social Development: Peer Interaction, Friendship, and Growth

The Role of Play in Primary Child Development and Unit Review

Unit 4 – Adolescence and Development

4.1 Intro and overview of physical development

4.2 Physical dev. II: Individual/group differences

4.3 Social/emotional dev. I: Erikson, self and identity

4.4 Social/emotional dev. II: Adolescent peer group

4.5 Social/emotional dev. III: Motivation/self-regulation

4.6 Cognitive/linguistic dev. I: Piaget

4.7 Cognitive/linguistic dev. II: Vygotsky

4.8 Cognitive/linguistic dev. III:

4.9 Appropriate assessment Critics of adolescent developmental theory

4.10 Conclusion/review

Unit 5 – Differences in Development and Special Needs

5.1 Differences in student learning styles

5.2 Alternative sessions: Understanding differences in light of Child development across the elementary and middle school years or

5.3 Gardner's multiple intelligences theory and special needs students

5.4 Critique of Gardner's theory

- 5.5 Scaffolding different learning styles
- 5.6 Recognizing disability and learning disorders I - emotional and behavioral
- 5.7 Recognizing disability and learning disorders II - language, physical and sensory
- 5.8 Cognitive differences: Delays and giftedness
- 5.9 Addressing special needs in the classroom
- 5.10 The perspective of national policy

Unit 6 – The Influence of Society and Culture on Child Development

- 6.1 The family in child socialization
- 6.2 Partnering with families
- 6.3 Role of community and society
- 6.4 Inclusion and gender balance
- 6.5 The school and learning environment
- 6.6 Role of the teacher in child development
- 6.7 Teacher’s influence on student motivation
- 6.8 Schools, families and communities as partners in child development Reflection and review

References.

- Bredekamp, S. & Copple, C. (Eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Child Development Institute, <http://childdevelopmentinfo.com/>
- Early Childhood Development (ECD) Pakistan Website: <http://www.ecdpak.com/>
- Encyclopedia on Early Childhood Development: (Available in English and Urdu) <http://www.child-encyclopedia.com/en-ca/home.html>
- Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan’s Pioneer Publication on Early Childhood Development. http://www.ecdpak.com/nurture/about_nurture.html
- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. <http://www.search-institute.org/developmental-assets/lists>

- Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.
- <http://www.ecdpak.com/>
- <http://www.search-institute.org/developmental-assets/lists>

<http://www.child-encyclopedia.com/en-ca/home.html>

COURSE TITLE: FUNCTIONAL ENGLISH
Course Code: UBED 113
Credit Hrs. 03

Course Description

Functional English is a dynamic course designed to enhance students' proficiency in practical language skills necessary for effective communication in various real-life situations. This course focuses on developing language abilities that enable learners to interact confidently and successfully in every day. Through a combination of lectures, readings, case studies, discussions, and hands-on activities, students will develop a nuanced understanding of child development theory and its practical implications for promoting positive outcomes for children and families. This course is designed to prepare students for careers in education, psychology, social work, healthcare, counselling, and other fields working with children and families

Learning objectives:

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.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor

- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents

Unit 1 – Introductions

1.1 Making introductions

- Make effective self and peer introductions
- Take useful introductory notes

1.2 Requests and Enquiries

- Make appropriate requests and enquiries
- Respond to enquiries
- Listen for specific information in English.

1.3 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

2.1 Greetings

- Greeting friends and family on different occasions/reasons
- Responding to a happy event
- Using formal greeting expressions appropriately

2.2 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

2.3 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)

2.4 Regrets

- Expressing regrets orally and in writing in an appropriate manner
- Saying sorry and accepting apologies

Unit 3 – Giving and following directions

3.1 Following and Giving Directions

- Following directions from a map
- Giving directions for a location in oral and written forms
- Reaching a destination

3.2 Giving Clear Instructions

- Carrying out instructions
- Structuring instructions
- Writing clear instructions

3.3 Designing Instruction Manuals

- Exploring instruction manuals of different products
- Comparing instruction manuals for developing critical understanding of the essentials of a manual
- Designing an instruction manual for a new student enrolling in college. This could be group

project.

Unit 4 - Sharing experiences

4.1 Sharing Narratives

- Reading short stories
- Reading excerpts; comic strips, interviews, etc.

Sharing unique experiences

- Summarizing/Narrating true stories
- Solving word puzzles to develop language awareness
- Reading a short stories followed by exercises/worksheet
- Converting an event into a short story
- Using pictures as stimuli for narrative creation
- Using songs as examples of personal experience

4.2 Imaginative Texts

- Identifying imaginative texts
- Developing imaginative texts by giving engrossing stories and descriptions of Scenes

Unit 5 – Functioning in English

5.1 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

5.3 Writing mechanics

- Punctuation and structure
- Sentences, Fragments and run-ons
- Subject-predicate and pronoun-reference agreement

Project presentations

References:

- Carver, T.K. &Fortunes-Riggs, S. (2006) Conversation Book II – English in Everyday Life. New York, Pearson Education Limited.
- Eastwood, J. (2005) Oxford Practice Grammar, Karachi: Oxford University Press. Swan, J. Practical English Usage (3rd editions) Oxford University Press
- Thomson and Martinet, A practical English Grammar (Intermediate) Oxford University Press
Allama Iqbal Open University Compulsory English 1 (Code 1423)

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/>

TITLE OF COURSE: ISLAMIC STUDIES
Course Code: UBED-114
Credit Hrs. 2

Course Description:

The Islamic Studies course offers a comprehensive examination of the foundational principles, beliefs, practices, and history of Islam. Students will delve into various aspects of Islamic studies, including theology, jurisprudence, history, spirituality, and contemporary issues. Through a blend of theoretical discussions, practical applications, and experiential learning, participants will develop a nuanced understanding of Islam and its significance in contemporary society.

Learning objectives:

This course is aimed at:

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

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Outline

Unit 1: Introduction to Quranic Studies

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

Unit 2: Study of Selected Text of Holy 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)

Unit 3: 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)

Unit 4: 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

Unit 5: 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

Unit 6: Introduction ToSunnah

- 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

Unit 7: Selected Study from Text of Hadith

Unit 8: 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

Unit 9: 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

Unit 10: Islam & Science

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

Unit 11: 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

Unit 12. Political System of Islam

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

Unit 13. Islamic History

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

Unit 14. Social System of Islam

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

References:

- Ahmad Hasan, (1993), “Principles of Islamic Jurisprudence” Islamic Research Institute: Islamabad:Pakistan, International Islamic University.
- Bhatia, H. S. (1989) “Studies in Islamic Law, Religion and Society” New Delhi: Deep & Deep Publications
- Dr. Muhammad Zia-ul-Haq, (2001). “Introduction to Al Sharia Al Islamia” Islamabad, Pakistan: AllamaIqbal Open University
- Hameedullah Muhammad, „Introduction to Islam Mulana Muhammad YousaffIslahi,” Hameedullah Muhammad, “Emergence of Islam” , Islamabad: IRI.
- Hameedullah Muhammad, “Muslim Conduct of State” Islamabad, Pakistan: Hussain Hamid Hassan, u leaf Publication.
- Mir Waliullah, (1982), “Muslim Jrisprudence and the Quranic Law of Crimes” Islamic Book Service.
- [The Bloomsbury Companion to Islamic Studies](#)
- [Blackwell Companion to Contemporary Islamic Thought](#)
- Blackwell Companion to the Qur'an

TITLE OF COURSE: URDU

Course Code: UBED 115

Credit Hrs. 03

نصاب برائے نفس مضمون / اردو مافیہ (Content)

کورس کا بیان : COURSE DESCRIPTION

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

تفکشل (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 زیر تربیت اساتذہ نظم و نثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابل توجہ ہے کہ اس کورس میں اساتذہ قواعد دوران 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 وادباء شامل کیے گئے ہیں جو جماعت اول تا ہفتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بطور گلوبل لنگویج جدید رجحانات (ضرورتوں / تقاضوں / تعمیری جہتوں) کے حوالے سے بھی زیر بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی + صوتی) / تخلیقی / مخلوطی، تفکشل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تاکہ اہل علم تدریسی اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلات کورس : (COURSE OUTCOMES)

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

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

اصنافِ ادب (صرف تدریس اور امتحان کا حصہ ہے)

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 طلبہ بھری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صنف ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیئت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، تفکھنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تاکہ قواعد لکھنے مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جائے۔ 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۔ لہذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

- ۰ اصنافِ نثر کا مختصر تعارف اجزاء اور اقسام/اصناف کا تقابلی
- ۰ داستان (اجزاء/ناول و داستان کا فرق)
- ۰ ناول (اقسام/ناول و افسانہ کا فرق)

چوتھا ہفتہ

- ۰ ڈراما (اقسام/اجزائے ترکیبی/روایت)
- ۰ افسانہ نگاری کا تعارف اشفاق احمد کے ”گنڈریا“ کے حوالے سے (فکری ذہنی تجزیہ)
- ۰ طنز و مزاح مشاق احمد پوختی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

- ۰ ماخوذ اقتباسات (صرف معنی الفاظ سے بحث، جو مکمل جملوں اور عبارتوں سے بحث)
- ۰ اغلاط زبان (بمطابق قواعد فقروں کی تصحیح)
- ۰ محاورات (دوران گفتگو/عام بول چال میں استعمال)

پہلا بند

- ۰۔ ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- ۰۔ اوصاف خوش خروانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- ۰۔ تحت اللفظ (نثر و نظم سے عملی مشق)

پونٹ ۳

اصناف سخن (نظم و غزل)

تعارف:

زیر بحث پونٹ میں شعری اصناف، حمد و نعت، غزل، بیروڈی اور گیت شامل ہیں۔ اس پونٹ کا عملی پہلو یہ ہے کہ شعراء کرام کے منظوم نثر پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تجلیلی تجزیہ پیش کر سکے۔ مثلاً میر کا ترکیبی شعر ہے۔

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

یہی خیال غالب کے ہاں تجلی رنگ میں ملاحظہ فرمائیے!

تماشائے اہل کرم دیکھتے ہیں
بنا

توٹ 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۔

ساقیاں بند

- ۰۔ اصناف سخن کا تعارف
- ۰۔ اردو نظم (تعارف، اقسام)
- ۰۔ اردو غزل (نظم اور غزل میں فرق)

آشماں بند

- ۰۔ علامہ محمد اقبال کی نظم ”روح ارضی آدم کا استقبال کرتی ہے“۔

پارہوں بہشت

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

تیرہواں بہشت

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

پونٹ ۵

اردو کے جدید رجحانات (نثر و نثر، نثر، نثر، نثر)

تعارف :

اردو کے جدید رجحانات، ضرورت، تقاضے اور نئی تعمیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نو آموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پر لطف اعزاز 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 اطلاعات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورٹاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گزہ اردو کھول رہی ہے۔ سائنسی و تکنیکی ترقی عام ہو جانے 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 نہ کرے۔ اس خیال کو یہ نصاب عملی صورت دینا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کیوں پر اتارنا۔ قالب و آقا 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 شخص اچاگر کرنے اور اسے گول لٹنگ بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودھواں بہشت

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

پندرہواں بہشت

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

COURSE TITLE: ENVIRONMENTAL STUDIES
Course Code: UBED -116
Credit Hours 03 (2-1)

Course Description:

Environmental Studies is an undergraduate-level course that provides an interdisciplinary approach to understanding the complex interactions between humans and the environment. Through theoretical study, case analyses, fieldwork, and practical exercises, students will explore environmental issues, sustainability, conservation, and the role of individuals and society in addressing environmental challenges. The course aims to foster environmental literacy, critical thinking, and active engagement in environmental stewardship.

Learning Objectives:

1. Introduce students to the concepts and principles of environmental studies.
2. Explore the interconnectedness of ecological systems and human societies.
3. Investigate major environmental challenges facing the planet, including climate change, pollution, habitat loss, and resource depletion.
4. Examine the social, economic, and political dimensions of environmental issues.
5. Analyze strategies for sustainable development and environmental conservation.
6. Develop skills for environmental research, analysis, and communication.
7. Encourage active engagement in environmental advocacy and stewardship.
8. Cultivate a sense of environmental responsibility and ethical decision-making.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Environmental Studies

- Definition and scope of environmental studies
- Historical perspectives on human-environment interactions
- The interdisciplinary nature of environmental studies

Week 2: Ecological Principles

- Ecosystem structure and function
- Biodiversity and ecosystem services
- Ecological resilience and stability

Week 3: Environmental Issues: Climate Change

- Causes and consequences of climate change
- Mitigation and adaptation strategies
- International agreements and policy responses

Week 4: Environmental Issues: Pollution

- Types of pollution: air, water, soil, noise
- Sources and impacts of pollution
- Pollution control and remediation measures

Week 5: Environmental Issues: Habitat Loss and Biodiversity Conservation

- Deforestation and habitat fragmentation
- Endangered species and biodiversity hotspots
- Conservation strategies and protected areas

Week 6: Environmental Issues: Resource Depletion

- Depletion of natural resources: water, minerals, fossil fuels
- Sustainable resource management practices
- Circular economy and resource efficiency

Week 7: Environmental Policy and Governance

- Environmental policy frameworks and institutions
- Role of government, NGOs, and international organizations
- Stakeholder engagement and public participation

Week 8: Mid Term**Week 9: Sustainable Development**

- Principles of sustainable development

- Sustainable cities and urban planning
- Sustainable agriculture and food systems

Week 10: Environmental Ethics and Justice

- Ethical perspectives on environmental issues
- Environmental justice and equity
- Indigenous knowledge and environmental stewardship

Week 11: Human Population and Consumption

- Population growth and demographic trends
- Consumption patterns and environmental impact
- Strategies for sustainable consumption and lifestyle choices

Week 12: Environmental Education and Advocacy

- Importance of environmental education
- Communicating environmental issues effectively
- Strategies for environmental advocacy and activism

Week 13: Presentations

Week 14: Fieldwork and Project Presentation

- Field trip or fieldwork experience (if feasible)
- Presentation of environmental projects or research findings
- Reflection on personal learning and future actions

Week 15.16: Revision and Final Term

References:

1. Cunningham, W. P., Cunningham, M. A., & Saigo, B. W. (2016). *Environmental Science: A Global Concern*. McGraw-Hill Education.
2. Miller, G. T., & Spoolman, S. (2019). *Environmental Science*. Cengage Learning.
3. Leiserowitz, A., Maibach, E., Roser-Renouf, C., Feinberg, G., & Rosenthal, S. (2019). *Climate Change in the American Mind: April 2019*. Yale University and George Mason University.

4. Robbins, P., Hintz, J. L., & Moore, S. A. (2016). *Environment and Society: A Critical Introduction*. John Wiley & Sons.
5. Kaza, S., & London, J. K. (Eds.). (2015). *Environmental Justice in Practice: How Environmentalism Can Tackle Inequality*. University of Washington Press.

COURSE TITLE: EVERY DAY SCIENCE
Course Code UBED-117
Credit Hrs. 03

Course Description:

Everyday Science is an undergraduate-level course designed to explore scientific concepts and phenomena that occur in everyday life. Through engaging demonstrations, hands-on experiments, and interactive discussions, students will gain a deeper understanding of various scientific principles and their practical applications. The course aims to foster scientific literacy and critical thinking skills, enabling students to make informed decisions and engage with scientific issues in their daily lives.

Learning Objectives:

1. Introduce students to fundamental scientific concepts relevant to everyday life.
2. Explore the scientific method and principles of scientific inquiry.
3. Examine how scientific principles apply to everyday phenomena and experiences.
4. Foster critical thinking skills by analyzing scientific claims and evidence.
5. Develop practical skills through hands-on experiments and demonstrations.
6. Encourage curiosity and exploration of scientific topics beyond the classroom.
7. Promote an understanding of the role of science in addressing societal challenges.
8. Cultivate an appreciation for the wonders of the natural world and the scientific process.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies

Course Content:

Week 1: Introduction to Everyday Science

- Definition and significance of everyday science

- The scientific method: observation, hypothesis, experimentation
- Examples of everyday scientific phenomena

Week 2: Properties of Matter

- States of matter: solids, liquids, gases
- Physical and chemical properties of matter
- Changes in matter: physical and chemical changes

Week 3: Forces and Motion

- Newton's laws of motion
- Gravitational forces and weight
- Friction and its effects on motion

Week 4: Energy and Its Forms

- Forms of energy: kinetic, potential, thermal, etc.
- Conservation of energy
- Energy transformations in everyday life

Week 5: Electricity and Magnetism

- Basics of electricity: voltage, current, resistance
- Magnetic fields and their properties
- Applications of electricity and magnetism in technology

Week 6: Light and Sound

- Properties of light: reflection, refraction, dispersion
- Sound waves and their characteristics

- Applications of light and sound in daily life

Week 7: The Earth and Its Systems

- Layers of the Earth: crust, mantle, core
- Plate tectonics and geological processes
- Weather and climate: factors influencing climate change

Week 8: Mid Term Examination

Week 9: The Water Cycle and Weather Patterns

- The water cycle: evaporation, condensation, precipitation
- Weather phenomena: clouds, rainfall, wind
- Climate patterns and their impact on ecosystems

Week 10: Biology in Everyday Life

- Basics of biology: cells, DNA, organisms
- Human biology: anatomy, physiology, health
- Interactions between organisms and their environment

Week 11: Environmental Science and Sustainability

- Environmental issues: pollution, deforestation, biodiversity loss
- Sustainable practices: recycling, conservation, renewable energy
- Individual and collective actions for environmental stewardship

Week 12: Science and Technology

- Technological advancements and their impact on society
- Ethical considerations in science and technology

- Emerging trends in science and technology

Week 13: Applying Everyday Science

- Real-world applications of everyday science concepts
- Critical evaluation of scientific claims and misinformation
- Reflection on the importance of scientific literacy in everyday life

Week 14: Presentations

Week 15.16: Revision and Final Term

References:

1. Hewitt, P. G. (2015). *Conceptual Physical Science Explorations*. Pearson.
2. National Geographic. (2016). *National Geographic Science of Everything: How Things Work in Our World*. National Geographic Society.
3. Nave, R. (2020). *Hyper Physics Concepts*. Georgia State University.
4. American Association for the Advancement of Science. (2011). *Science NetLinks*.
5. National Science Teachers Association. (2014). *Everyday Science Mysteries: Stories for Inquiry-Based Science Teaching*. NSTA Press

COURSE TITLE: CLASSROOM MANAGEMENT
Course Code: UBED-121
Credit Hrs. 03

Course Description:

Classroom Management is a fundamental aspect of effective teaching and learning. This course provides educators with the knowledge, skills, and strategies necessary to create and maintain a positive and productive learning environment. Emphasis is placed on understanding theories of motivation and behavior, establishing routines and procedures, implementing proactive and preventative strategies, and responding effectively to challenging behaviors. Additionally, the course explores the role of cultural competence, relationship-building, and collaboration in promoting positive classroom dynamics.

Learning Objectives:

1. Understand the theoretical foundations of classroom management, including key concepts and models of behavior management.
2. Analyze the influence of classroom environment, teacher-student relationships, and instructional practices on student behavior and engagement.
3. Identify strategies for establishing and maintaining clear expectations, routines, and procedures to promote a structured learning environment.
4. Develop skills in proactive classroom management techniques, including positive reinforcement, proximity control, and nonverbal communication.
5. Explore the principles of culturally responsive classroom management and its role in creating an inclusive and equitable learning environment.
6. Learn effective strategies for building positive relationships with students and fostering a sense of belonging and community in the classroom.
7. Examine the impact of trauma, adverse childhood experiences (ACEs), and mental health on student behavior and learning.

Develop skills in recognizing and responding to challenging behaviors, including de-escalation techniques and conflict resolution strategies.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are

considered effective strategies.

Course Contents:

Week 1: Introduction to Classroom Management

- Overview of key concepts and theories of classroom management
- Importance of effective classroom management for student learning and success

Week 2: Establishing a Positive Classroom Climate

- Creating a safe, supportive, and inclusive learning environment
- Building positive relationships with students

Week 3: Setting Expectations and Routines

- Developing clear and consistent expectations for behavior
- Establishing routines and procedures for classroom organization and management

Week 4: Motivating and Engaging Students

- Understanding motivation theory and its application in the classroom
- Strategies for engaging students in meaningful learning experiences

Week 5: Culturally Responsive Classroom Management

- Recognizing and valuing cultural diversity in the classroom
- Implementing culturally responsive practices to support student success

Week 6: Addressing Challenging Behaviors

- Understanding the function and underlying causes of challenging behaviors
- Proactive and preventative strategies for managing and reducing challenging behaviors

Week 7: Trauma-Informed Classroom Management

- Recognizing the impact of trauma and adverse childhood experiences (ACEs) on student behavior and learning
- Creating a trauma-sensitive classroom environment

Week 8: Mid Term

Week 9: Restorative Practices and Conflict Resolution

- Introduction to restorative practices and principles
- Using restorative approaches to address conflict and repair harm in the classroom

Week 10: Collaborating with Families and Support Personnel

- Building partnerships with families and caregivers to support student success
- Collaborating with school-based support personnel, such as counselors and social workers

Week 11: Social-Emotional Learning (SEL)

- Understanding the importance of SEL for student well-being and academic achievement
- Integrating SEL into classroom management practices

Week 12: Professional Ethics and Cultural Competence

- Reflecting on personal beliefs, biases, and cultural competence in classroom management
- Ethical considerations in working with diverse student populations

Week 13: Developing a Comprehensive Classroom Management Plan

- Integrating evidence-based strategies and interventions into a cohesive classroom management plan
- Ongoing assessment, reflection, and adjustment of classroom management practice⁴

Week 14: Presentations

Week 15, 16: Revision and Final Term

References:

Books:

1. "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. Wong
2. "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering

3. "Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom" by Jane Nelsen, Lynn Lott, and H. Stephen Glenn

Websites:

1. Teaching Channel - Classroom Management Strategies:
<https://www.teachingchannel.org/classroom-management-strategies>
2. Responsive Classroom: <https://www.responsiveclassroom.org/>
3. Edutopia - Classroom Management: <https://www.edutopia.org/topic/classroom-management>

COURSE TITLE: EDUCATIONAL PHILOSOPHY

Course Code UBED-122

Credit Hrs. 3

Course description

The course assumes knowledge discussion of general concepts of philosophy particularly philosophy of education. It will be helpful for students to understand and analyse different schools of thoughts and theories of educational philosophy.

The main focus of the course will be enabling students to apply education theories in current education system. The main topics to be covered in this course; idealism, realism, pragmatism, essentialism and theories driven from these schools of thoughts. Educational theories presented by Muslim philosophers; Iqbal, Quaid-e-Azam, Sir Syed Ahmad Khan, Ibn-e-Khuldoon, Imam Gazali will also be included in this course. The course will also include strategies and techniques that how to apply educational theories in current educational system.

Learning objectives:

- Explain the meaning of the term “philosophy”
- Comprehend the sub-division of philosophy, how they are defined and how they do reflect their own belief and their teaching about truth and values.
- Differentiate between leading philosophies and theories in education
- Evaluate whether they have certain philosophy and theories present in their educational experience
- Determine how these philosophies help them examining their belief about knowledge, their practice of ethical values in the school and class room?
- Analyse how philosophies and theories of education influence curriculum and teaching and learning in school including what the curriculum claim is true, method of instruction, teacher’s ethical relationship with students and with each other and attitudes towards cultural, ethnic and religious diversity.

Course outcomes

- Select, use, and justify appropriate theories and philosophies of education
- Analyse the use of educational philosophies in current education system.
- Determine, select, and use appropriate philosophies in education.
- Evaluate the effectiveness of different philosophies.
- Differentiate between Modern and Ancient philosophies.

- Develop a philosophical critical approach to solve educational problems.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Contents

Unit	Contents	Week
1	Introduction to Philosophy: Definition of philosophy Metaphysics Epistemology Axiology Philosophy of Education	Week 1 and 2
2	Western Philosophy of Education Idealism Realism Educational application of above philosophies	Week 3 and 4
3	Western Philosophy of Education Pragmatism Naturalism Educational applications	Week 5 and 6
4	Muslim Philosophy Perspective on Education Imam Ghazali Ibn-Khaldun Educational implications	Week 7 and 8
	Mid Term	Week 9
5	Muslim Philosophy Perspective on Education Sir Syed Ahmed Khan Allama Iqbal Shah Waliullah Educational Implications	Week 10 and 11
6	Theories of Education	Week 12 and 13

	<p>Progressivism (rooted in pragmatism) Aims curriculum Educational Implication .Proponent: Dewey, Kilpatrick, Parker, and Washburn. Critical Theory rooted in neo Marxism and Postmodernism: Aims Curriculums, Educational. Implication. Proponent: McLaren, Giroux. Perennials (rooted in realism): Aims Curriculum, Educational Implication. Proponents: Adler, Bloom, Hutchins ,Maritain</p>	
7	<p>Theories of Education Essentialism (rooted in idealism and realism): Aims Curriculum, Educational Implications. Proponents: Bagley Bestor, Contant, Mor. Educational Implication</p>	Week 14 and 15
8	<p>Role of Values in Education Definition, meaning and kind Identification and importance of social and moral values How to teach moral values</p>	Week 16
	Presentation/viva	

References

Dr M Zafar Iqbal (2010) (foundation of education) AIOU Islamabad

Ornstein Allan C (2006) (foundation of education) Houghton Mifflin company New York

Dr M Zafar Iqbal (2010) (Islamic system of education) AIOU Islamabad.

Elis john L & Merriam sharan (Philosophical foundation of education) Krieger Publishing company Malabar, Florida

Rousseau, Jean Jacques Emil Heslep, Robert D (Philosophical Thinking in Education Practice) (Westport ,Conn: Praeger Publishers)

1. Stanford Encyclopedia of Philosophy - Education Section: Stanford Encyclopedia of Philosophy provides comprehensive articles on various philosophical topics, including education. This section offers in-depth explorations of different educational philosophies, theorists, and debates. Website: <https://plato.stanford.edu/contents.html>

2. Internet Encyclopedia of Philosophy - Philosophy of Education Section: Similar to Stanford Encyclopedia, Internet Encyclopedia of Philosophy offers articles and resources related to philosophy, including philosophy of education. You can find articles covering different educational philosophies and key thinkers. Website: <https://iep.utm.edu/education/>
3. Philosophy of Education Society: The Philosophy of Education Society (PES) is an international academic organization dedicated to promoting the philosophical study of education. Their website provides access to publications, conference information, and resources related to educational philosophy. Website: <https://www.philosophy-of-education.org/>
4. American Educational Research Association (AERA): AERA is a prominent professional organization for educational researchers. While it covers various aspects of educational research, you can find resources and publications related to educational philosophy and theory. Website: <https://www.aera.net/>
5. Philosophy of Education Society of Great Britain (PESGB): PESGB is a UK-based organization focused on advancing philosophical inquiry in education. Their website offers resources, publications, and events related to educational philosophy. Website: <https://www.philosophy-of-education.org/>
6. Educational Philosophy and Theory (EPAT) Journal: EPAT is an international journal dedicated to publishing original research, reviews, and theoretical articles in the field of educational philosophy. Their website provides access to journal issues and articles. Website: <https://www.tandfonline.com/toc/rept20/current>
7. Philosophy of Education Research Network (PERN): PERN is a network of scholars and researchers interested in philosophical inquiries into education. Their website offers information about events, publications, and research related to educational philosophy. Website: <https://pernjournal.com/>

COURSE TITLE: GENERAL MATHEMATICS

Course code: UBED-123

Credit Hrs. 03

Course Description:

Classroom Management is a foundational course designed to equip educators with the essential skills and strategies necessary for creating and maintaining a positive learning environment. The course delves into theories, principles, and practical techniques for effective classroom management, fostering a conducive atmosphere for teaching and learning.

Throughout the course, participants will explore various aspects of classroom management, including establishing clear expectations, designing engaging lessons, implementing behavior management strategies, and promoting student motivation and engagement. Emphasis will be placed on understanding the diverse needs of learners and employing inclusive practices to support all students

Learning objectives:

- 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 Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Outline:

Unit 1: Numbers and Operations

Themes

Numbers and Operations

Place Value

Numbers and Operations

Fractions and Decimals

Sub themes

- Counting
- Models for Addition & Subtraction with natural numbers
- Addition and Subtraction as inverse Operations
- Word problems involving addition and Subtraction
- 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
- 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

Percent	● Percent as related to fractions and decimals
Ratios and Proportion	● Ratio and Proportion
Rates	● Rates
Integers	● Integers, Operations with integers
	● Venn Diagrams

Unit 2: Algebra

Themes	Sub themes
Algebra as Generalized Arithmetic Patterns Algebraic terminology, the concept of x as a variable, coordinate graphs, multiple representations, the concept of identity	<ul style="list-style-type: none"> ● Repeating patterns and growing patterns ● Generalizing a pattern and finding a rule ● Creating coordinate graphs ● Continuous, discontinuous, and discrete graphs
Linear functions	<ul style="list-style-type: none"> ● Equivalent expressions ● Interpreting tables, graphs and equations of linear functions
Order of Operations	<ul style="list-style-type: none"> ● The concept of slope ● Order of Operations
Square expressions and equations Symbol manipulation	<ul style="list-style-type: none"> ● Interpreting tables, graphs and equations of quadratic functions ● Solving for x, the unknown

Unit 3: Geometry and Geometric Measurement

Themes	Sub themes
Polygons	□ Characteristics of Polygons with an emphasis on Triangles and Quadrilaterals,

Undefined terms in geometry
Identification and construction of
Angles

- Point, line, line segment, ray
- Models of angles
- Benchmark angles
- Classifying angles by measurement

Geometric Measurement: Area
and
Perimeter of polygons

- Perimeter and Area formulas

Geometric Measurement:
Circumference and Area of
Circles
Surface Area of Cuboids and
Cylinders

- Circumference and Area formulas
 - Surface Area formulas

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

Themes

Graphic displays of information

Sub themes

- Collect & organise data via: tally marks, pictographs, line plot, bar graph, and line graphs (discrete and continuous)
- Interpret the above graphic displays of data

Measures of dispersion and central Tendency

- Range
- Mean
- Median
- Mode

References:

- NCTM *Illuminations*: <http://illuminations.nctm.org/>
- Maths Curriculum: <http://nzmaths.co.nz/>
- N-Rich Maths site: <http://nrich.maths.org/public/>
- *How Students Learn: History, Mathematics, and Science in the Classroom*
www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.
- *What does Good Mathematics Instruction Look Like?:*
<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>
- *Mathematics for Elementary School Teachers*, by Tom Basserear, published by Brooks Cole

COURSE TITLE: IDEALOGY AND CONSTITUTION OF PAKISTAN

Course Code: UBDU-124

Credit Hrs. 03

Course Description:

This course aims to provide students with a comprehensive understanding of the ideology and constitution of Pakistan. It delves into the historical, philosophical, and political foundations upon which Pakistan was established. Students will explore the ideological framework that shapes Pakistan's national identity, including its cultural, religious, and socio-political dimensions. Additionally, the course will analyze the development, structure, and significance of the constitution of Pakistan, highlighting its role in governance, law, and society.

Learning Objectives:

1. Understand the concept of ideology and its relevance to nation-building in the context of Pakistan.
2. Explore the historical events and philosophical ideas that contributed to the formulation of Pakistan's ideology.
3. Analyze the ideological underpinnings of Pakistan's national identity, including its cultural and religious dimensions.
4. Examine the role of ideology in shaping Pakistan's socio-political landscape and foreign policy.
5. Evaluate the significance of the constitution of Pakistan as the supreme legal document governing the state.
6. Examine the historical evolution and development of the constitution of Pakistan.
7. Understand the structure, principles, and fundamental rights enshrined in the constitution.
8. Analyze the mechanisms of constitutional amendments and their implications for governance and democracy in Pakistan.
9. Explore the relationship between the constitution, state institutions, and the rule of law in Pakistan.
10. Critically assess the challenges and debates surrounding the implementation and interpretation of the constitution.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Unit 1: Introduction to Ideology and Constitution

- Definition of ideology
- Historical background of Pakistan's ideology
- Overview of the constitution of Pakistan

Unit 2: Foundational Ideals of Pakistan

- Quaid-e-Azam Muhammad Ali Jinnah's vision
- Two-nation theory and its implications
- Allama Iqbal's concept of a separate Muslim state

Unit 3: Evolution of the Constitution

- Pre-independence constitutional developments
- The Objectives Resolution of 1949
- The first constitution of Pakistan (1956)
- Constitution of 1962
- Constitution of 1973 and its salient features

Unit 4: Key Constitutional Principles

- Federalism and provincial autonomy
- Islamic provisions in the constitution
- Fundamental rights and duties of citizens

- Separation of powers and checks and balances

Unit 5: Constitutional Amendments

- Historical overview of major constitutional amendments
- Impact of amendments on the constitutional framework

Unit 6: Ideology and National Identity

- Role of ideology in nation-building
- Challenges to Pakistan's ideological identity
- Contemporary debates on national identity and ideology

Unit 7: Comparative Constitutional Analysis

- Comparative analysis with other constitutions
- Learning from international experiences in constitutional governance

Unit 8: Contemporary Issues and Debates

- Current challenges to the constitution and ideology of Pakistan
- Reforms and prospects for the future

References:

1. Ahmad, Riaz. "Ideology of Pakistan." OUP Pakistan, 2000.
2. Khan, Hamid. "Constitutional and Political History of Pakistan." Oxford University Press, 2012.
3. Cheema, Muhammad Rafique. "The Constitution of Pakistan: A Contextual Analysis." Hart Publishing, 2011.
4. Tahir, M. Iqbal. "Ideology of Pakistan and Its Practical Implications." Lahore Law Times Publications, 2018.
5. Official Website of the Government of Pakistan: www.pakistan.gov.pk
6. National Assembly of Pakistan: www.na.gov.pk

7. Constitution of Pakistan: www.pakistani.org/pakistan/constitution/
8. Pakistan Law Site: www.pakistani.org
9. Jinnah Institute: www.jinnah-institute.org
10. Institute of Policy Studies (IPS), Pakistan: www.ips.org.pk

COURSE TITLE: CIVIC AND COMMUNITY ENGAGEMENT

Course Code: UBED-125

Credit Hrs. 3

Course description

Civic and Community Engagement is an undergraduate course designed to explore the role of individuals and communities in addressing social issues and fostering positive change. Through theoretical frameworks, case studies, and practical exercises, students will examine various forms of civic engagement, including community organizing, advocacy, volunteering, and activism. The course aims to equip students with the knowledge, skills, and attitudes necessary to become active and informed citizens committed to creating a more just and equitable society.

Learning Objectives:

Understand the concept of civic engagement and its significance in promoting social change.

Analyze different models and theories of civic engagement.

Explore the history and evolution of social movements and community organizing.

Evaluate the role of government, non-profit organizations, and grassroots initiatives in addressing social issues.

Develop practical skills for effective community engagement, including communication, leadership, and collaboration.

Examine the ethical considerations and challenges associated with civic participation.

Reflect on personal values, beliefs, and responsibilities as active citizens.

Apply theoretical knowledge to real-world scenarios through case studies and experiential learning activities.

Work for national and global harmony and peace.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students’ learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Contents

Week 1: Introduction to Civic Engagement

Definition and importance of civic engagement

Historical context and evolution of civic participation

Theoretical frameworks of civic engagement

Week 2: Models of Civic Engagement

Individual vs. collective action

Participatory democracy

Social capital and networks

Week 3: Social Movements and Community Organizing

Characteristics of social movements

Strategies and tactics of community organizing

Case studies of successful movements

Week 4: Advocacy and Policy Change

Role of advocacy in promoting social change

Lobbying, campaigning, and coalition-building

Impact of policy on communities

Week 5: Volunteering and Service Learning

Benefits and challenges of volunteering

Service learning as a tool for civic engagement

Best practices in community service projects

Week 6: Grassroots Initiatives and Innovation

Examples of grassroots movements

Harnessing technology for social change

Crowdsourcing and crowd funding

Week 7: Communication and Leadership Skills

Effective communication strategies

Building and leading diverse teams

Conflict resolution and consensus-building

Week 8: Mid Term

Week 9 Ethical Considerations in Civic Engagement

Power dynamics and privilege

Cultural competence and sensitivity

Ethical dilemmas in advocacy and activism

Week 10: Challenges and Barriers to Civic Participation

Socioeconomic barriers

Political polarization

Overcoming apathy and cynicism

Week 11: Personal Reflection and Action Planning

Identifying personal values and beliefs

Setting goals for civic engagement

Developing an action plan for community involvement

Week 12: Presentations

Week 13

Student-led presentations on civic engagement projects

Peer feedback and reflection

Week 14: Course Review and Reflection

Review of course content and key concepts

Reflection on personal learning and growth

Next steps for continued civic engagement

Week 15: Revision

Week 16: Final Term

References:

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon and Schuster.

Boyte, H. C., & Kari, N. (1996). *Building America: The democratic promise of public work*. Temple University Press.

Ganz, M. (2010). *Why David sometimes wins: Leadership, organization, and strategy in the California farm worker movement*. Oxford University Press.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Hahrie Han. (2014). *How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century*. Oxford University Press.

John J. Macionis, Linda Marie Gerber, *Sociology* (New York: Pearson Education, 2010)

Community Development, Social Action and Social Planning by Alan Twelvetrees 12 May 2017

The Constitution of the Islamic Republic of Pakistan (Pakistan: The National Assembly of Pakistan, 2012), also available online at the official website of National Assembly of Pakistan:

http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017)

COURSE TITLE: INTRODUCTION TO SOCIOLOGY

Course Code: UBED-126

Credit Hrs: 03

Course Description:

Introduction to Sociology is an undergraduate-level course that provides an overview of the foundational concepts, theories, and methods of sociology. Students will explore the sociological imagination, which enables them to understand the connections between individual experiences and larger social structures. Through examining various social phenomena, such as culture, socialization, inequality, and social institutions, students will develop critical thinking skills and sociological perspectives to analyze and interpret the complexities of human society.

Learning Objectives

Introduce students to the discipline of sociology and its relevance to understanding social phenomena.

Develop an understanding of sociological theories and concepts.

Explore key topics in sociology, including culture, socialization, social stratification, and social change.

Examine the role of social institutions in shaping individuals and society.

Foster critical thinking skills through analysis of social issues and phenomena.

Enhance students' ability to apply sociological perspectives to everyday life and contemporary issues.

Encourage active engagement with sociological research methods and ethical considerations.

Cultivate an appreciation for diversity and social justice within a global context.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students’ learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Sociology

Definition and scope of sociology

The sociological imagination

Major theoretical perspectives: Functionalism, Conflict Theory, Symbolic Interactionism

Week 2: Research Methods in Sociology

The scientific method in sociology
Qualitative vs. quantitative research methods
Ethical considerations in sociological research

Week 3: Culture and Society

Definition and elements of culture
Cultural diversity and cultural relativism
Cultural transmission and socialization

Week 4: Socialization and Identity

Agents of socialization: family, peers, media, etc.
Social roles and statuses
Theories of identity formation

Week 5: Social Groups and Networks

Types of social groups
Group dynamics and social interaction
Social networks and social capital

Week 6: Social Stratification

Definition and types of social stratification
Theories of social inequality
Social class, status, and power

Week 7: Race, Ethnicity, and Gender

Concepts of race and ethnicity
Intersectionality and social identities
Gender roles and patriarchy

Week 8: Mid Term

Week 9: Deviance and Social Control

Theories of deviance
Social construction of crime and punishment
Agents of social control

Week 10: Social Institutions

Family as a social institution
Education and its functions in society
Economy, work, and globalization

Week 11: Politics and Power

Political systems and ideologies

Power and authority

Social movements and collective action

Week 12: Religion and Society

Functions of religion in society

Religious diversity and secularization

Religion and social change

Week 13: Presentations

Week 14: Globalization and Social Change

Causes and consequences of globalization

Social movements in a global context

Future directions in sociology

Week 15, 16: Revision and Final term

References:

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). Introduction to Sociology. W. W. Norton & Company.

Andersen, M. L., & Taylor, H. F. (2017). Sociology: The Essentials. Cengage Learning.

Macionis, J. J., & Plummer, K. (2017). Sociology: A Global Introduction. Pearson Education Limited.

Ferrante, J. (2016). Sociology: A Global Perspective. Cengage Learning.

Kendall, D. (2017). Sociology in Our Times: The Essentials. Cengage Learning

COURSE TITLE: INTRODUCTION TO TOURISM
Course Code: UBED-127
Credit Hrs. 03

Course Description:

Introduction to Tourism is an undergraduate-level course designed to provide students with a comprehensive understanding of the tourism industry, its evolution, impacts, and various components. This course will explore the concepts, theories, and practices related to tourism, including destination management, tourist behavior, sustainability, and the economic, social, and environmental dimensions of tourism. Through case studies, guest lectures, and interactive discussions, students will develop critical thinking skills and gain insights into the complexities of the tourism sector.

Learning Objectives;

Introduce students to the fundamental concepts and theories of tourism.

Explore the historical development and evolution of the tourism industry.

Analyze the economic, social, cultural, and environmental impacts of tourism.

Examine different types of tourism and tourist motivations.

Understand the role of destination management and marketing in tourism.

Discuss issues related to tourism sustainability and responsible tourism practices.

Evaluate emerging trends and challenges in the tourism industry.

Foster critical thinking and problem-solving skills through case studies and real-world examples.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Tourism

Definition and scope of tourism

Evolution of the tourism industry

Tourism as a global phenomenon

Week 2: The Tourism System

Components of the tourism system: tourists, destinations, businesses, etc.

Interrelationships between different stakeholders

Tourism demand and supply

Week 3: Tourist Behavior and Motivations

Factors influencing tourist behavior

Psychographic segmentation of tourists

Travel motivations and decision-making process

Week 4: Tourism Impacts

Economic impacts of tourism: revenue generation, employment, etc.

Social and cultural impacts: cultural exchange, community development, etc.

Environmental impacts: conservation, pollution, carrying capacity, etc.

Week 5: Destination Management

Destination planning and development

Destination marketing and promotion

Stakeholder collaboration and governance

Week 6: Types of Tourism

Cultural tourism

Ecotourism and nature-based tourism

Adventure tourism

Medical tourism

Week 7: Sustainable Tourism

Principles of sustainable tourism

Best practices in responsible tourism

Certification programs and eco-labeling

Week 8: Mid Term

Week 9: Tourism and Globalization

Role of globalization in shaping the tourism industry

Impacts of global trends on tourism

Cultural homogenization vs. cultural diversity

Week 10: Tourism Policy and Regulation

Government roles in tourism development

Tourism policy frameworks

Regulatory issues and challenges

Week 11: Emerging Trends in Tourism

Technology and innovation in tourism

Experience economy and experiential tourism

Over tourism and tourism dispersal

Week 12: Crisis Management in Tourism

Natural disasters and pandemics

Political instability and terrorism

Reputation management and recovery strategies

Week 13: Presentations

Week: 14 Future of Tourism

Sustainable tourism futures

Tourism and climate change

Ethical considerations in tourism development

Week: 15 Revision

Week: 16 Final Term

References:

Page, S. J., & Connell, J. (2020). *Tourism: A Modern Synthesis*. Cengage Learning.

Tribe, J. (2015). *The Economics of Recreation, Leisure and Tourism* (5th ed.). Routledge.

Hall, C. M., & Page, S. J. (2014). *The Geography of Tourism and Recreation: Environment, Place and Space* (4th ed.). Routledge.

Cooper, C., Fletcher, J., Gilbert, D., & Wanhill, S. (2018). *Tourism: Principles and Practice* (6th ed.). Pearson Education Limited.

Holden, A. (2016). *Environment and Tourism* (3rd ed.). Routledge

COURSE TITLE: CURRENT AFFAIRS
Course Code: UBED-128
Credit Hrs. 03

Course Description:

The Current Affairs course offers an exploration of contemporary events and issues shaping our world today. This undergraduate-level course provides students with a comprehensive understanding of global, national, and regional developments across various domains, including politics, economics, society, technology, and the environment. Through analysis, discussion, and critical thinking exercises, students will engage with current events, gain insights into their significance, and develop the skills necessary to navigate and contribute to an informed public discourse.

Learning objectives:

1. Stay informed about significant events and developments unfolding worldwide.
2. Analyze current affairs through multiple perspectives, including political, economic, social, and cultural lenses.
3. Evaluate the credibility and reliability of news sources and information.
4. Understand the interconnectedness of global issues and their implications for local communities.
5. Develop critical thinking skills to assess the causes, consequences, and potential solutions to contemporary challenges.
6. Foster open-mindedness, empathy, and respect for diverse viewpoints in discussing current affairs.
7. Engage in informed debates and discussions on complex issues facing society.
8. Cultivate a sense of civic responsibility and awareness of one's role in shaping the world.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate ac//timely in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Current Affairs

- Definition and importance of current affairs
- Overview of major news sources and platforms

- Techniques for staying updated on current events

Week 2: Politics and Governance

- Analysis of recent political developments and elections
- Discussion of key policy issues and debates
- Case studies on government responses to crises

Week 3: Global Economy

- Examination of economic trends and indicators
- Impact of globalization on trade, finance, and development
- Debates on economic inequality and sustainable growth

Week 4: Social Issues and Human Rights

- Exploration of social justice movements and activism
- Discussion of human rights violations and refugee crises
- Case studies on marginalized communities and social inequalities

Week 5: Environmental Sustainability

- Analysis of environmental challenges, such as climate change and biodiversity loss
- Discussion of renewable energy and conservation initiatives
- Debates on environmental policy and corporate responsibility

Week 6: Technology and Innovation

- Overview of recent advancements in technology and innovation
- Discussion of ethical dilemmas in AI, cyber security, and privacy
- Case studies on the impact of technology on society and the economy

Week 7: Health and Wellness

- Examination of global health issues, such as pandemics and healthcare access
- Discussion of mental health awareness and wellness initiatives
- Case studies on public health interventions and disease outbreaks

Week 8: Mid Term

Week 9: Cultural Trends and Identity

- Exploration of cultural shifts and trends in art, media, and entertainment
- Discussion of identity politics and multiculturalism
- Case studies on cultural heritage preservation and diversity initiatives

Week 10: International Relations and Conflict

- Analysis of geopolitical tensions and conflicts
- Discussion of diplomacy, peacekeeping, and international cooperation
- Case studies on regional crises and humanitarian interventions

Week 11: Ethics and Values

- Examination of moral dilemmas and ethical challenges in current affairs
- Discussion of values-based leadership and decision-making
- Debates on ethical issues in business, politics, and society

Week 12: Media Literacy and Critical Thinking

- Evaluation of media bias and misinformation
- Discussion of fact-checking techniques and critical reading skills
- Case studies on the role of media in shaping public opinion

Week 13: Presentations

Week 14: Reflection and Action

- Reflection on key learnings and insights from the course
- Discussion of opportunities for civic engagement and advocacy
- Final project presentations and course wrap-up

Week 15, 16: Revision and Final Term

References:

1. Al Jazeera. (2021). Retrieved from <https://www.aljazeera.com/>
2. BBC News. (2021). Retrieved from <https://www.bbc.com/news>
3. The Economist. (2021). Retrieved from <https://www.economist.com/>

4. Reuters. (2021). Retrieved from <https://www.reuters.com/>
5. World Health Organization. (2021). Retrieved from <https://www.who.int/>

COURSE TITLE: TEACHING OF SCIENCE
Course Code: UBED-231
Credit Hrs. 03

Course Description:

The Teaching of Science course is designed to prepare educators with the knowledge, skills, and strategies necessary to effectively teach science concepts and foster scientific inquiry in the classroom. This course provides a comprehensive exploration of science education principles, pedagogical approaches, and practical teaching methods tailored to various grade levels and learner needs.

Learning objectives:

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.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate

- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Unit 1: Course Overview

- 1.1 Overview of course content (science and teaching)
- 1.2 Life of scientists and the role of science in society
- 1.3 Nature of science and its application for teaching
- 1.4 Introduction to independent course project, possible topics, and criteria

Unit 2: Energy Transfer, Transformations, and Conservation

- 2.1 Types of energy (heat, light, sound, kinetic, potential, gravitational, etc.)
- 2.2 Investigating light
- 2.3 Energy transfer and transformation - Concept of conduction, convection, and Radiation
- 2.4 Law of conservation of mass and energy
- 2.5 Teaching “Energy transfer, transformation, and conservation” in elementary grades

Unit 3: Interactions of Energy and Matter

- 3.1 Review of physical and chemical properties and physical change Solutions and solubility
- 3.2 Conservation of mass in solutions
- 3.3 Introduction to chemical reactions
- 3.4 Difference between chemical and physical reactions the role of energy in explaining bonds Applications of electrolysis
- 3.5 Teaching “Interactions of Energy and Matter” in elementary grades

Unit 4: Earth’s Systems Undergoing Constant Change

- 4.1 Water, carbon, and rock cycle
- 4.2 Theory of plate tectonics - Living in the shadow of the big mountains
- 4.3 Climate change
- 4.4 Teaching “Earth’s Systems Undergoing Constant Change” in elementary grades

Unit 5: Solar System and the Universe

- 5.1 Characteristics of our Solar System
- 5.2 Earth and Sun compared to other objects in the sky
- 5.3 Working with and understanding large distances
- 5.4 Origin and evolution of Earth (and the Solar System)
- 5.5 Teaching “Our Solar System and the Universe” in elementary grades

Unit 6: Human Body as a System

- 6.1 Flow of matter and energy in living systems
Circulatory and digestive system
Structure, function, and organization of different cells
- 6.2 Cell processes
Cellular respiration
- 6.3 Teaching “Human Body as a System” in elementary grades

Unit 7: Learning resources in Science teaching

Charts

Models

Real objects

Posters

Field Trips

Unit 8: Methods of teaching science.

Discovery Method

Heuristic Method

Inquiry Method

Discussions

Project Method

References

There are many science books and other resources that could be useful during this course. Here is just a selection:

- Target Science - Physics by Stephen Pople
- Target Science - Chemistry by Michael Clugston and Rosalind Fleming The Teaching of Science in Primary schools – Wynne Harlen
- Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom – National Science Foundation Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms – National Research Council
- Taking Science to School: Learning and Teaching Science in Grades K-8 – National Research Council
- The “History of Science” is a website that provides standards-aligned resources that make it easier to bring the history of science into a classroom. This site focuses on chemistry standards likely to be found in an introductory chemistry or physical science class.
<http://cse.edc.org/products/historyscience/default.asp>.
- Hoong , T. L. Leng , H. P. (2003). Lower Secondary Science 2 Singapore :SNP Panpac Hoong ,
- T. L. Leng,H. P. (2003). Lower Secondary Science I Singapore : SNP Panpac
- Qureshi, N. A. et al (2002). Science 3. Lahore: Punjab Text Book Board .
- Board. Saleemi, F. et al (2002 b). Science 1. Lahore: Punjab Text Book Board.

- Saleemi, F. (2003 a). Science 2. Lahore: Punjab Text Book Board. Saleemi, F. (2004). Science 3. Lahore: Punjab Text Book Board.
- Saleemi, F. (2003 b). Science 7. Lahore: Punjab Text Book Board. Saleemi, F.et al (2002 a). Science 6. Lahore: Punjab Text Book Board

COURSE TITLE TEACHING OF URDU
Course Code: UBED-232
Credit Hrs. 03

نصاب برائے تدریس اردو

(CURRICULUM FOR TEACHING OF URDU)

سال دوم / سیمسٹر ۳

ایسوسی ایٹ ڈگری آف ایجوکیشن / ADE

کریڈٹ: ۳

پیش لازمی: (PREREQUISITES)

تدریس اردو کے اس کورس میں صرف وہ طلبہ داخلے کے اہل ہوں گے۔ جو سیمسٹر اول میں اردو کورس کا مابقی سے مکمل کر چکے ہوں۔

کورس کا تعارف: COURSE INTRODUCTION

اس کورس میں زیر تربیت اساتذہ نظریہ آموزش زبان (The Theory of Learning of Language) اور زبان کے متنوع ماحول (FEATURES OF A LANGUAGE - RICH ENVIRONMENT) کے حوالے سے تدریس زبان کو سمجھیں گے۔ ماہرین زبان کا کہنا ہے کہ زبان کا فطری سافٹ ویئر پیدائش سے قبل ہی ہمارے دماغ میں موجود ہوتا ہے اور یہ پروگرام یونیورسل مگر انکر کہلاتا ہے۔ بچے اپنی مصوم عمر ہی میں ہم سے اچھے زبان کے محکم ہوتے ہیں۔ اس نظریے کے تحت اس کورس میں ابتدائی اور وسطیٰ جماعتوں کی درجہ بندی کی گئی ہے۔ انسانی مہارتوں کو جماعت بندی کے تحت عملی تدریس طریقے (سننا، بولنا اور سمجھنا) اور عملی تدریس طریقے (پڑھنا اور لکھنا) میں تقسیم کیا گیا ہے۔ علاوہ ازیں ان مہارتوں پر دوسرے نقطہ نظر سے آڈیو ٹیکسٹ اور ٹول فریکل جیسے عملی طریقوں سے استفادہ کیا گیا ہے۔

جائزہ و پائیکس اور اس پر تنقید کرنا مدرس کے لئے بہت مفید ہے۔ اشارات و سہلی کامیاب تدریس حکمت عملی کی ضمانت ہیں۔ جو اساتذہ کی تربیت کا لازمی ہیں۔ اس لیے اس نصاب میں ایٹھ بیٹری اساتذہ جماعت اول تا ہشتم جدید سہلی اشارات نام صرف خود تیار کریں گے بلکہ پلمیٹری مدارس میں ان کی عملی مشق بھی کریں گے۔ اس کورس کی جدت یہ ہے کہ سہلی اشارات کی تیاری اور عملی مشق کورس کا آخری پونٹ نہیں بلکہ دوران کورس جاری رہے گی۔

حاصلات کورس: COURSE OUTCOMES

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

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

تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

نظریہ آموزش زبان کے ماہرین کا کہنا ہے کہ بچے ماں کے پیٹ ہی سے سنا شروع کرتا ہے۔ کیوں کہ زبان بچے کے جنم میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو چاہئے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلیمی رسائی زیر تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزش قالب تیار کرنا ہے۔ جو معیار زبان کے اصولوں پر پرکھے جائیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیر تربیت اساتذہ کو اپنی تعلیمی ذمہ داری بڑھانے کا موقع فراہم کرنا ہے۔

پونٹ ۱

نظریہ زبان

(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 واقارب اور اساتذہ کی جانب سے میسر آتا ہے۔ اس پونٹ میں زیر تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE-RICH ENVIRONMENT کو سمجھتے ہوئے آموزش زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور معلوم و بشری آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، ثقیل نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سہلی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس پونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا پونٹ

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

دوسرا پونٹ

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

تیسرا پونٹ

- جدید سہلی 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 زیر نگرانی اپنی حکمت عملی طے کریں گے۔

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)

اساتذہ اساتذہ کی معاونتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے ارد گرد مہم آوازیں اس کے لیے جلد از جلد زبان اذہر کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سمجھنا یا تدریس ساعت ہے۔ جماعت اول تا ہفتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۵۶ آیات میں مطالعہ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بزرگیہ جماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فکشنل، آڈیو ٹیکسٹ اور ٹوٹل فزیکل) کو جدید سمعی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سمعی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بزرگیہ ساعت تدریس کا کر سیکھ سکیں۔

پوشا ہفتہ

- اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- بنیادی اسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)
- بولنا اور سننا (فکشنل، آڈیو ٹیکسٹ اور ٹوٹل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

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

ششمی ہفتہ

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

سائواں ہفتہ

- ۰۔ سہلی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- ۰۔ سہلی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمت عملی نظم و ضبط

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 زیر تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجللی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سبق کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائش 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، احسان و استدلال میں نظر رکھ سہلی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیر تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آشواں ہفتہ

- ۰۔ طریقہ ہائے تدریس کا تعارف (ابتدائی تا وسطانی سطح کے مطابق)
- ۰۔ الف بائی، جملوی، تجللی طریقے
- ۰۔ فنکشنل/عملی اردو

نواں ہفتہ

- ۰۔ زبان شناسی کی تدریس (ابتدائی تا وسطانی سطح کے مطابق)
- ۰۔ تدریس قواعد (پہلی لہجہ)
- ۰۔ تدریس قواعد (پہلی لہجہ)

دواں ہفتہ

- ۰۔ رول پلے، بازی (FEED BACK)
- ۰۔ فنکشنل/عملی طریقے (ابتدائی تا وسطانی سطح کے مطابق)
- ۰۔ تدریسی تدابیر (ابتدائی تا وسطانی سطح کے مطابق)

گیارہواں ہفتہ

- ۰۔ منظومات پرچمی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پرچمی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پرچمی اسباق کی منصوبہ بندی جماعت چہارم تا ششم

جائزہ و آزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مددگار کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مددگار کے اشارات، سبق کی خوبی اس کے موقف کی موزونیت، اس کی تدابیر، توجیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور پختہ جمہوریت اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ اس کا اسباق کا کارآمد پہلو ہے۔ اعلیٰ معیار کی اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کر سکیں گے۔

بارہواں ہفتہ

- ۰ جائزہ و آزمائش تعارف
- ۰ سوالات کی تکنیک، مشق
- ۰ کلوز پیسج، کثیر انتخابی
- ۰ آزمائش (TEST)

تیرہواں ہفتہ

- ۰ سوالنامے
- ۰ پرچہ جات
- ۰ اسائنمنٹ

چودھواں ہفتہ

- ۰ ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- ۰ وسطائی سطح کے سانچے (جماعت چارم تا ہفتم)
- ۰ مڈل / وسطائی سطح کے سانچے (جماعت ہفتم و ہشتم)

پندرہواں ہفتہ

- ۰ منظومات پر مبنی اسباق (جماعت چارم تا ہفتم)
- ۰ نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)
- ۰ منظومات پر مبنی اسباق (جماعت ہفتم و ہشتم)
- ۰ نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)

حوالہ جات/مطالعائی مواد

(REFERENCES)

کتابیات:

- ۱۔ ساجد حسین، پروفیسر، اردو اور اس کے تدریسی طریقے، انجیکشن ریسرچ اسکالر جامع کراچی، رہبر پبشرز۔ اردو بازار، کراچی
- ۲۔ عطش درانی، ڈاکٹر، جدید تدریسیات اردو، کئیل سنز، راولپنڈی، ۲۰۰۳ء
- ۳۔ سلیم قرانی، ڈاکٹر، اردو زبان اور اس کی تعلیم، پاکستان بک سٹور، اردو بازار، لاہور، ۱۹۶۲ء۔
- ۴۔ فرمان فتح پوری، ڈاکٹر، تدریس اردو، مقتدرہ قومی زبان، اسلام آباد، اپریل ۲۰۰۱ء
- ۵۔ صہاح الدین احمد، مطالعہ زبان اور کمپیوٹر، ”اخبار اردو“، دسمبر ۲۰۰۷ء، ص: ۳۵
- ۶۔ ڈاکٹر سہیل احمد خان، تقریر، تدریس ادب، علامہ اقبال اوپن یونیورسٹی، اسلام آباد، ۲۰۰۷ء
- ۷۔ دیکھیے ویب سائٹ:
- www.Freethesaurus.info/Unesco/Indescophp?tema=3501(Hindustani)
- ۸۔ Rehman, Tariq Dr., The Teaching of Urdu in British India, "The Annual of Urdu Studies", Vol. 15, P.36, Urdustudies.com., University of Memon, M.U., "Urdustudies.com" Vol.10 (Website)Wisconsin.(Website)
- ۹۔ محمد صدیق خان شبلی، ڈاکٹر، فنکشنل/عملی اردو، بحوالہ: تدریس اردو کے جدید تقاضے، مرتب: ڈاکٹر عطش ڈرانی، مقتدرہ قومی زبان، اسلام آباد، ۲۰۰۲ء
- ۱۰۔ ڈاکٹر محمد آفتاب احمد، آفتاب، اردو قواعد و املا کے بنیادی اصول، جلد اول، ۱۹۹۳ء، نیشنل انسٹی ٹیوٹ آف ماڈرن انگلو سبج، اسلام آباد

ماڈل اسائنمنٹ: (ASSIGNMENTS)

- ۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک فقرے میں جمع کروائیں۔ اشتہار رنگ رنگ، ہاشمی اور جدید ہوں۔
- ۲۔ رموز اوقاف پر اس انداز سے سہلی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموز اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سہلی 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 فقرے میں جمع کروائیں گے۔
- ۴۔ جماعت اول اور ہفتم سے دو اسباق پر سائنٹفک قالب تیار کریں اور ایک فقرے میں جمع کروائیں۔

نصاب سے حلقہ 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 یوں ان 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 لیتا ہے۔ نہ تو اُس نے اسکول کی شکل دیکھی ہے، نہ کسی ٹیوٹر 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 پیر و نئی دہلا 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 خدا داد صلاحیت لے کر پیدا ہوتا ہے۔ بچہ کا ماحول اس خدا داد 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 Acquisition 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 رد عمل بولنے کی صورت میں سامنے آتا ہے۔ اگرچہ سننا اور بولنا فطری صلاحیتیں ہیں اور غیر رسمی طریقے سے خود بہ خود نشوونما پاتی ہیں مگر انھیں بھی جلادینے کی ضرورت ہے۔ سننا، سن کر سمجھنا، سمجھ کر مناسب رد عمل 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 موثر 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 ملنے 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 کہ 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 نصابی 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 چکن کا سبق اس لیے دیا گیا ہے کہ طلبہ کی توجہ کردار نگاری کی طرف دلائی جاسکے دوران تدریس اگر اساتذہ بچوں کو یہ غور کرنے میں مدد نہیں کریں گے کہ اتیا زلی تاج نے چچا چکن کا کردار یا ٹوٹ، ٹوٹ 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 شامل نصاب کیا گیا ہے۔

ہر استاد اپنی شخصیت، ذہانت اور قابلیت کے مطابق تعلیم دیتا ہے۔ تاہم یہ اندازہ لگانا کہ کس طرح کامیاب مدرس 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 دوران تدریسی مشق تیار کرنے پر خاص توجہ دی گئی ہے۔ امید ہے تفہیل/عملی انداز تدریس کی جانب مثبت قدم ثابت ہوگا۔

اردو سے تعلق نفل نہیں کا ازالہ

استاد کا اردو 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 نخرج 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 لفظ 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 ہاتھ اس طرح بچوں کو زبان سیکھنے کے درپیش مسائل کا حل بھی نکالا جاسکتا 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 تقاضے دور دور کے انہیں 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 سمجھنے ہوئے عملی طریقوں کو برتنا استاد کی حاضر و ماضی ہی نہیں بہتر بھی ہے۔ ہمارے اساتذہ کو زبان کی آموزش کے تفہیل انداز اختیار کرنا ہوگا۔

سمعی بصری آلات یعنی ریڈیو، ٹیپ ریکارڈ اور ایسے صوتی آلات جو تدریسی اعانت کے طور پر استعمال ہوتے ہیں، منہنا سکھانے میں بہترین اعانت ہیں۔ مختلف مضامین کے لیے ”رہنمائے اساتذہ“ بھی شایع ہوتے ہیں۔ اردو 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 اثنا عشر گھڑ بانوں کے الفاظ کا اس میں شامل ہونا ہے۔ عربی، فارسی اور اب انگریزی کے الفاظ اسے اردو بنا رہے ہیں۔ اردو میں انگریزی الفاظ کا آنا درست مگر افعال کی تبدیلی زبان کے حسن کو مانع کر دیتی ہے اس کا بھی خصوصاً خیال رکھنا اساتذہ کی ذمہ داری ہے۔

میں اکیلا ہی چلا تھا چاہب منزل عمر
لوگ ساتھ آتے گئے اور قافلہ بنا گیا

TITLE OF THE COURSE: CRITICAL THINKING AND REFLECTIVE PRACTICES
Course Code: UBED-233
Credit Hours: 03

Course Description

As the world faces critical environmental issues related to the human impact and use of natural resources, it has become vitally important to develop a world population that is aware of concerns about the environment and its associations. At the same time the research shows that student learn academic subjects while ignoring environmental issues the purpose of this course is to enable the students to comprehend environmental issues and aware of measure to resolve the issues. This course will focus on concept of environmental education and the elements of environment. The following topics will be discussed

Learning objectives

By the end of course the students will be able to

Comprehend the nature and importance of environmental education.

Explain the concept of biodiversity and ecosystem.

Aware and Explore the ways to conserver natural resources.

Identify the pollutions problems and suggest measure to resolve the problems.

Discuss so issues related to the environment and give recommendations.

Grasp the integral role of environmental education for sustainable development

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate

- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Course Outline

Units	Course Content	Weeks
1	<p>Introduction</p> <p>Types of thinking & Critical Thinking</p> <p>Sub Unit : Critical Thinking</p> <p>What is critical thinking</p>	Weeks 1 and 2

Critical thinking in views of experts
Why Critical Thinking Matters?
Core critical thinking skills
Develop attitudes to be critical thinkers
Critical thinking and the Process of Analysis

2

Week 3 and 4

& Techniques to develop Critical Thinking

Brain Storming
Concept Mapping
Debate & Discussion
Venn Diagram
Logical Reasoning

Week 5

Thinking Tools

3

PMI
CAF
C&S
APC
OPV
Thinking Hats
Quizzes

4

Week 6 and 7

Critical Thinking & Art of Questioning

Critical Thinking & Socratic Questioning
Teaching students to ask good questions & follow up the
implication of thoughts
Teaching students to narrate, analyze, & evaluate their
own 'Points'
View' and of others
Open and Close ended Questions

5

Week 8

Critical Thinking and its Applications

Critical literacy
Critical reading & interrogating the text
Academic reading strategies
Academic writing
Plagiarism, how to avoid it

MID TERM

6

Introduction to Reflection

Meaning of reflection on practice /educational issues
Significance of reflection for teacher

Week 10

7

Major Proponents of Reflection

John Dewey
L.Stanhouse
D.Schon

Week 11 and 12

8

Process and Techniques of Reflection

Process of reflection
Approaches
Writing Reflections
Major techniques and strategies
Skills for reflection

Weeks 13 and 14

8

Application of Skills and approaches to reflection

Systematic reflection
Identify key questions
Understand the issue to become reflective practitioner

Week 15

Presentations

Week 16

Final Examination

References:

1. Paul, R., & Elder, L. (2006). *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. Pearson.
2. Brookfield, S. D. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass.
3. Tarrant, M., & Wareham, T. (2012). *Critical Thinking: An Exploration of Theory and Practice*. Routledge.
4. Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. RoutledgeFalmer.
5. Fisher, A. (2011). *Critical Thinking: An Introduction*. Cambridge University Press.
6. Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking*. Psychology Press.

1. **The Critical Thinking Community:** Provides resources, articles, and exercises for developing critical thinking skills across various disciplines. (Website: criticalthinking.org)
2. **Philosophy Basics - Critical Thinking:** Offers introductory articles and resources on critical thinking from a philosophical perspective. (Website: philosophybasics.com)
3. **The Foundation for Critical Thinking:** Offers articles, guides, and resources for educators and students to improve critical thinking skills. (Website

**COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
IN EDUCATION
Course Code: UBED-234
Credit Hrs. 03**

Course Description

The Principle role of instructional technology is to help improve the overall efficiency of the teaching learning process. Introduction to instructional technology and its foundations includes, audio visual aids, computer systems, networks, and multimedia and digital technology in educational and cooperate training environment

.Learning objectives

- Comprehend the meaning, concept and importance of instructional technology in education process
- Explain and appreciate what is effective teaching and learning by using latest instructional technology
- Select, arrange and use appropriate methods/strategies and material for effective use of technology
- Use appropriate tools of ICT in the classrooms
- Develop indigenous materials as instructional aids

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Course Contents

Unit	Content	Week
1	Introduction to the concepts of education, teaching, and learning What is education? Education as a process and product Aims of education Role of a teacher in education	Week 1 and 2

2

Concepts of instructional and communication

technology

Week 3 and 4

The concept of 'instruction'

The concept of 'communication'

Elements of communication

The concept of technology

Importance of ICT in education

3

Role of instructional and communication

technology in learning

Week 5 and 6

Importance of ICT for Better Educational
outcomes

Importance of ICT for Students' Learning Styles

Use of ICT and the Learning Domains

Use of ICT Helps to Contextualise Teaching and
Learning

Advantages of Using the Internet in Schools

Advantages of ICT in Education

Issues and Challenges of Use ICT in Schools

Planning to incorporate ICT in teaching

4

Instructional technology and audio visual aids

Week 7 and 8

Audio Visual Aids (AV Aids)

Graphic Aids

Boards

Non-Projected Aids

Still Projected Aids

Field Trips and Excursion
 Exhibitions
 Museums
 Radio
 Use of Television (TV) in Education
 Tape Recorder and Video Cassette Recorder
 (VCR)
 Compact Disc (CD) Player and CD-ROM

Mid Term

Week 9

5 System approach and its application to instructional technology Week 10 and 11

The concept of Systems Approach
 Model of A typical system
 Various Stages in the Systems Approach
 Consider target population characteristics
 and topic area
 Estimate relevant existing skills and
 knowledge of learners
 Formulate objectives/Learning
 objectives
 Select appropriate instructional methods
 Operate course or curriculum
 Assess and evaluate

6 Instructional technology and computer assisted learning Week 12 and 13

Computer Assisted Instruction
 (C A I)
 Modes of CAI
 Tutorial Mode

Drill and practice mode
Discovery mode
Problem solving mode
Modeling mode
Simulation and role playing games
Organization of a Classroom to Use Computers
Number of Computers and the Classroom
arrangement
Practical work (use of computer and multimedia)

7

Week 14

**Types of media and their uses in learning
situation**

Media and Types of Media
The Advantages of Using Media
The Advantages of Media for Students
Cautions of Teachers

8

Assessment strategies

Week 15

The concept of assessment
Importance of assessment
Balanced Classroom Assessment System
Comparison of formative and summative
assessment
Values and Attitudes about Assessment
Factors Inhibiting Assessment

Presentations

Week 16

Final Term

References

Ely, D. (1999). *Toward a philosophy of instructional technology: thirty years on. British Journal of Educational Technology* v30 no4 (pp.305-10).

- Rowland, G.(1993). "*Designing and Instructional Design*". Educational technology research and development (1042-1629), 41 (1), p. 79.
- Seels, B. B. & Richey, R. C. (1994). *Instructional technology: The definition and domains of the field*. Bloomington, IN: Association for Educational Communications and Technology.
- Smith, P. L. & Ragan, T. J. (2005). *Instructional Design*. Third edition. Hoboken, NJ: John Wiley & Sons, Inc.
- Solomon, D. L. (2000). *Philosophical inquiry in instructional technology: the forgotten pathway to learning*. Paper presented at the Association for Educational Communications and Technology (AECT) 2000 International Convention (22nd, Long Beach, CA, February 16-20, 2
- Baver, D.G. (1997). *Educator's internet funding guide, class room connections*. Delhi: Prentice -Hall of India.
- Black, U. (1999). *Advanced internet technologies*. New Jersey: Prentice Hall.
- Roblyer M.D.(1999). *Integrating techonology across the curriculum: A data base of strategies and lesson plans*. NJ: Merrill an imprint of prentice-Hall.
- Etheridge, D. (2007). *Excel 2007: Top 100 Simplified tips & Tricks*. Canada: Wiley Publicing, Inc.
- Frye, C.D. (2007) *Step by Step Microsoft Excel 2007*. Washington: Microsoft Press
- Alexander, M. (2007). *Microsoft Access 2007 Data Analysis*. Canada Wiley Publishing inc.
- Cox, J. & Preppernau, J. (2007). *Step by Step Microsoft Office Word 2007*. Washington : Microsoft Press Cronam,
- J & Sandberg, B. (2007). *Microsoft office Access 2007, Quick Steps*. New York: Mc. Graw Hill
- Andersen V. (2007). *Microsoft office Access 2007 Quick Steps. The complete reference*: New York: Mc Graw Hill
- Wimpen, F. (2007). *Teach Yourself if Visually Microsoft office Access 2007* Canada: Wiley Publishing Inc.
- Low e, D. (2011). *Networking All in one for Dummies 4th Edition* Canada: Willy Publishing, Inc.

<http://www.eschoolnews.com/>

<http://insight.southcentralrtec.org/index.php>

COURSE TITLE: ENTREPRENEURSHIP AND FINANCIAL LITERACY
Course Code: UBED-235
Credit Hrs. 03

Course Description:

Entrepreneurship and Financial Literacy is a comprehensive undergraduate-level course that integrates principles of entrepreneurship with essential financial skills. The course aims to equip students with the knowledge and tools necessary to navigate the entrepreneurial landscape successfully while also understanding fundamental financial concepts crucial for personal and professional financial management. Through a combination of theoretical frameworks, case studies, and practical exercises, students will develop entrepreneurial mindsets, learn how to assess financial risks and opportunities, and cultivate financial literacy skills for long-term financial well-being.

Learning objectives:

1. Introduce students to the concepts and theories of entrepreneurship.
2. Provide an overview of the entrepreneurial process from ideation to venture creation.
3. Develop an understanding of financial concepts and principles applicable to entrepreneurship.
4. Explore strategies for identifying and evaluating business opportunities.
5. Equip students with practical skills for business planning, budgeting, and financial forecasting.
6. Foster critical thinking and problem-solving skills through entrepreneurial case studies and exercises.
7. Enhance students' financial literacy, including budgeting, saving, investing, and managing debt.
8. Encourage students to develop entrepreneurial attitudes and behaviors conducive to success in various contexts.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes

- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Entrepreneurship

- Definition and characteristics of entrepreneurship
- Types of entrepreneurs and entrepreneurial ventures
- The role of entrepreneurship in the economy

Week 2: Opportunity Recognition and Idea Generation

- Identifying entrepreneurial opportunities
- Creativity and innovation in entrepreneurship
- Techniques for generating business ideas

Week 3: Market Analysis and Feasibility

- Market research and analysis
- Assessing demand and competition
- Feasibility studies and risk assessment

Week 4: Business Models and Value Proposition

- Types of business models
- Value proposition development
- Revenue streams and cost structure

Week 5: Business Planning and Strategy

- Components of a business plan
- Strategic planning and competitive advantage
- Growth strategies for startups

Week 6: Financial Management Basics

- Introduction to financial statements
- Cash flow management
- Financial ratios and performance analysis

Week 7: Financing the Venture

- Sources of funding for startups
- Bootstrapping vs. external financing
- Pitching to investors and fundraising strategies

Week 8: Mid Term

Week 9: Budgeting and Financial Forecasting

- Budget development and management
- Sales forecasting and expense projections
- Sensitivity analysis and scenario planning

Week 10: Risk Management and Legal Considerations

- Identifying and mitigating business risks
- Legal forms of business ownership
- Intellectual property protection

Week 11: Marketing and Sales Strategies

- Marketing fundamentals for startups
- Customer acquisition and retention
- Sales techniques and negotiation skills

Week 12: Scaling and Growth

- Scaling a startup: challenges and opportunities
- Strategies for sustainable growth
- Managing organizational change

Week 13: Presentations

Week 14: Personal Financial Management

- Budgeting and saving strategies
- Investing basics and risk management
- Debt management and creditworthiness

Week 15,16 Revision and Final Term

References:

1. Kuratko, D. F., & Hodgetts, R. M. (2018). *Entrepreneurship: Theory, Process, Practice*. Cengage Learning.
2. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship*. McGraw-Hill Education.
3. Blank, S., & Dorf, B. (2012). *The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company*. K & S Ranch.
4. Gitman, L. J., & McDaniel, C. (2018). *The Future of Business: The Essentials*. Cengage Learning.
5. Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. (2019). *Focus on Personal Finance*. McGraw-Hill Education.

COURSE TITLE: ART, CRAFT AND CALLIGRAPHY

Course Code: UBED-236

Credit Hrs. 02

Course Description:

The Art, Craft, and Calligraphy course offers students a comprehensive exploration of various artistic techniques, materials, and styles, with a focus on developing creativity, craftsmanship, and aesthetic appreciation. This interdisciplinary course integrates elements of visual art, craft-making, and the ancient art of calligraphy, providing students with opportunities to express themselves artistically and develop practical skills in creating visual artworks.

Throughout the course, students will engage in hands-on activities, projects, and demonstrations that explore different mediums, tools, and processes used in art, craft, and calligraphy. Emphasis is placed on fostering creativity, critical thinking, problem-solving, and self-expression through artistic practice

Learning objectives:

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 skilfully
- 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

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Outline:

Unit 1: Introduction to Arts, Crafts & Calligraphy

1.1 What are Arts, Crafts and Calligraphy?

- The role of the teacher in teaching art

- Influence of the arts in children's development

1.2 Calligraphy- The emergence of Islamic calligraphy

- Ceramics and Sculpture
- Puppetry in Pakistan

Unit 2: History and Culture

2.1 Indus Civilizations

Exploration of history through a museum visit
Art and Architecture (From Indus to Mughal)

2.2 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, HanifRamy, Zahoor-ul- Ikhlq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal)

Unit 3: History and Culture

3.1 Introduction to the Cubism Understand the Cubism

- Pakistani Artist's (worked in Realism e.g. Shakir Ali MansoorRahi)
- Intro about Realism
- Pakistani Artist's work in Realism
- (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities

3.2 Abstraction

- Origin and History of Abstract art
- Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, LubnaLatif, Maqsood Ali, Anwar Maqssod Hameed Ali)

3.3 Indigenous art

- Pottery, ceramics, textile etc. Hands-on activities

3.4 Art Across the curriculum

- Ideas to integrate art with languages, science, social studies, mathematics etc.

Unit 4: Elements of Art & Principle of Design

4.1 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

4.2 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)

4.3 Drawing/ technique of rendering

- Still life
- Painting

4.4 Printing

- Pattern making
- Shapes- organic and geometrical shapes

4.5 Sculpture

Landscape

- Stick Drawing and conclusion and review of the unit

4.6 What is assessment in art curriculum?

- How and why we assess creativity?
- Review the recommendations proposed in the national curriculum grades

4.7 Design rubric/checklist for portfolio

- Set criteria for presentation/display/ peer and self-assessment etc.
- Conclusion and review of whole unit

References:

- Barnes, R. (1996). Teaching Art to Young Children 4-9. London and New York : Routledge, (1996).
- Eisner, E. (2002). The Arts and the Creation of Mind, Chapter 4, What the Arts Teach and How It Shows. s.l.: Yale University Press, NAEA Publications, (2002).
- J., Lancaster. (1990). Art in the Primary School. Bungay, Suffolk : Richard Clay Ltd, (1990).
- Jenkins, P.D. 1986. Art for the fun of it. A guide for teaching young children. USA :
- Simon & Schuster, 1986. K., Gentle. 1993. Teaching Painting in the Primary School. UK: Redwood Books, Trowbridge, 1993.
- M., Dowling. (1992). Education 3-5. UK :Athenaem, (1992).
- Matthews, J. 1994. Helping Children to Draw & Paint in early Children. Children and visual representation. London :Hodder& Stoughton., 1994.

- P., Gura. (1996. Resources for early Learning Children, Adults and Stuf. London :Hodder& Stoughton, (1996.
- P., Tambling. (1990. Performing Arts in the Primary School. UK :Dotesios, (1990.
- R., Fisher. 1992. Teaching Juniors. UK : T.J. Press, 1992.
- Vandal, S.H. Art Education in Pakistan: A case study of bringing art to school children at the informal level. Pakistan :s.n.
- Razzak. A (2011) Children and Art- Status of art education in Pakistan: VDM. Germany
Razzak. A (2009) Fun with paper bag: Feroz Sons. Lahore

<http://www.johnlovet.com/exercise.htm>

<http://www.goshen.edu/art/ed/Compose.htm>

COURSE TITLE: CREATIVE WRITING
Course Code: UBED-237
Credit Hrs. 03

Course Description:

Creative Writing is an undergraduate-level course designed to explore various forms of creative expression through writing. Through a combination of theoretical study, writing exercises, workshops, and peer feedback, students will develop their writing skills and explore their creativity across different genres, including fiction, poetry, drama, and creative nonfiction. The course aims to foster a supportive and collaborative environment where students can experiment with different writing techniques, styles, and forms.

Learning objectives:

1. Introduce students to the principles and techniques of creative writing across multiple genres.
2. Explore the elements of storytelling, including plot, character, setting, and dialogue.
3. Develop proficiency in different writing styles and forms, including fiction, poetry, drama, and creative nonfiction.
4. Provide opportunities for students to generate and refine their own creative writing pieces through workshops and critiques.
5. Foster critical thinking skills through the analysis and discussion of literary works and writing techniques.
6. Encourage experimentation and risk-taking in creative writing to explore new ideas and perspectives.
7. Cultivate an understanding of the writing process, from initial concept to final revision.
8. Prepare students for further study and engagement with the literary community through writing workshops, readings, and submissions.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions

- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies

Course Contents:

Week 1: Introduction to Creative Writing

- Definition and scope of creative writing
- The writing process: idea generation, drafting, revision
- Setting goals and expectations for the course

Week 2: Fiction Writing

- Elements of fiction: plot, character, setting, point of view
- Writing exercises in character development and world-building
- Workshop: sharing and critiquing short fiction pieces

Week 3: Poetry Writing

- Forms and structures of poetry: free verse, sonnet, haiku, etc.
- Imagery, metaphor, and symbolism in poetry
- Writing exercises in poetic expression and experimentation

Week 4: Drama and Playwriting

- Structure of dramatic storytelling: scene, dialogue, conflict
- Writing exercises in crafting dialogue and staging scenes
- Workshop: reading and analyzing scenes from contemporary plays

Week 5: Creative Nonfiction

- Forms of creative nonfiction: memoir, personal essay, narrative journalism
- Finding voice and perspective in nonfiction writing
- Writing exercises in reflective and narrative nonfiction

Week 6: Genre Blending and Experimental Writing

- Exploring hybrid forms of writing: prose poetry, flash fiction, etc.
- Writing exercises in genre blending and experimentation
- Workshop: sharing and critiquing experimental writing pieces

Week 7: Writing for Digital Platforms

- Introduction to digital storytelling tools and platforms
- Crafting narratives for blogs, social media, and multimedia projects
- Workshop: creating and sharing digital storytelling projects

Week 8: Mid Term

Week 9: Revision and Editing

- Techniques for revising and editing creative writing
- Peer review and constructive feedback

- Strategies for self-editing and polishing work

Week 10: Finding Inspiration and Overcoming Writer's Block

- Techniques for generating ideas and overcoming creative blocks
- Exploring sources of inspiration: art, music, nature, etc.
- Writing exercises in response to prompts and stimuli

Week 11: Writing Workshops

- Workshop: sharing and critiquing longer creative writing projects
- Peer feedback and revision strategies
- Individual conferences with the instructor

Week 12: Publishing and Professional Development

- Overview of the publishing industry and submission process
- Strategies for building a writing portfolio and platform
- Discussion of opportunities for further study and engagement with the literary community

Week 13: Presentations

Week 14: Reflection and Celebration

- Reflection on personal growth and achievements in creative writing
- Celebration of student work: public readings or online showcase
- Final portfolio submission and course wrap-up

Week 15, 16 Final Term

References:

1. Burroway, J. (2019). *Writing Fiction: A Guide to Narrative Craft*. University of Chicago Press.
2. Kennedy, X. J., & Gioia, D. (2016). *An Introduction to Poetry*. Pearson.
3. Trottier, D. (2012). *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. Silman-James Press.
4. Gutkind, L., & Fletcher, P. (2017). *Keep It Real: Everything You Need to Know About Researching and Writing Creative Nonfiction*. W. W. Norton & Company.
5. Lamott, A. (2018). *Bird by Bird: Some Instructions on Writing and Life*. Anchor

COURSE TITLE: HEALTH AND PHYSICAL EDUCATION
Course Code: UBED-238
Credit Hrs. 03

Course Description:

Health and Physical Education is an undergraduate-level course that focuses on promoting holistic well-being through physical activity, healthy lifestyle choices, and personal development. The course integrates theoretical knowledge with practical skills to empower students to lead healthy, active lives and make informed decisions regarding their health. Through a combination of classroom instruction, physical activities, and experiential learning, students will explore various aspects of health, fitness, nutrition, and personal wellness.

Learning objectives

1. Understand the importance of physical activity and its impact on overall health and well-being.
2. Develop knowledge of basic anatomy, physiology, and biomechanics relevant to physical activity and exercise.
3. Learn principles of nutrition and healthy eating habits to support physical fitness and optimal health.
4. Explore concepts of mental health, stress management, and emotional well-being.
5. Develop skills in goal setting, decision making, and problem-solving related to personal health behaviors.
6. Participate in a variety of physical activities and sports to improve fitness levels, motor skills, and teamwork.
7. Promote positive social interactions, sportsmanship, and inclusivity in physical education settings.
8. Reflect on personal health behaviors and attitudes and identify strategies for improvement.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are

considered effective strategies.

Course Contents:

Week 1: Introduction to Health and Physical Education

- Importance of physical activity for health and well-being
- Overview of course objectives and expectations
- Introduction to basic anatomy and physiology

Week 2: Fitness Components and Assessments

- Components of physical fitness: cardiovascular endurance, muscular strength, flexibility, and body composition
- Fitness assessments and testing protocols
- Setting fitness goals and designing personal fitness plans

Week 3: Nutrition and Healthy Eating Habits

- Principles of nutrition: macronutrients, micronutrients, and hydration
- Dietary guidelines for optimal health and performance
- Meal planning and strategies for healthy eating

Week 4: Mental Health and Well-Being

- Understanding mental health and its importance
- Stress management techniques and coping strategies
- Promoting emotional well-being and resilience

Week 5: Personal and Social Responsibility

- Goal setting and self-assessment in health and fitness
- Decision-making skills and responsible behavior
- Social interactions and teamwork in physical activity settings

Week 6: Injury Prevention and Safety

- Common injuries in physical activity and sports
- Injury prevention strategies and risk management

- First aid and emergency procedures

Week 7: Introduction to Physical Activities and Sports

- Overview of different physical activities and sports
- Basic skills and rules of selected sports
- Participation in introductory activities

Week 8: Mid Term

Week 9: Cardiovascular Activities

- Benefits of cardiovascular exercise
- Types of cardiovascular activities: running, cycling, swimming, etc.
- Designing cardiovascular workouts for fitness improvement

Week 10: Strength and Conditioning

- Importance of muscular strength and endurance
- Resistance training principles and techniques
- Core stability and functional training exercises

Week 11: Flexibility and Mobility

- Importance of flexibility and mobility for injury prevention and performance
- Stretching techniques and exercises
- Yoga and mindfulness practices for flexibility and relaxation

Week 12: Team Sports and Games

- Teamwork and cooperation in sports
- Basic strategies and tactics of team sports
- Participation in team-based activities and games

Week 13: Presentations

Week 14: Reflection and Application

- Reflection on personal health and fitness journey throughout the course
- Application of knowledge and skills in real-life settings

- Development of a personal health and fitness plan for continued well-being

Week 15, 16: Final Term

References:

1. Corbin, C. B., Pangrazi, R. P., & Le Masurier, G. (2017). Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12. Human Kinetics.
2. American College of Sports Medicine. (2018). ACSM's Guidelines for Exercise Testing and Prescription. Wolters Kluwer.
3. Hoeger, W. W., Hoeger, S. A., & Hoeger, J. W. (2017). Principles and Labs for Fitness and Wellness. Cengage Learning.
4. McNamee, M. J. (2016). Philosophy, Risk and Adventure Sports. Routledge.
5. Owens, R. (2017). Coaching Youth Basketball. Human Kinetics.

COURSE TITLE: CLASSROOM ASSESSMENT
Course Code: UBED-241
Credit Hrs. 03

Course Description:

Classroom Assessment is an undergraduate course designed to provide students with a comprehensive understanding of assessment practices within educational settings. The course covers various assessment types, purposes, and strategies, emphasizing the importance of aligning assessments with learning objectives. Students will learn to design, implement, and interpret assessments to improve student learning and inform instruction.

Learning Objectives:

- Understand the purposes and types of classroom assessments.
- Develop skills in designing effective assessment tools and strategies.
- Analyze and interpret assessment data to inform instructional decisions.
- Evaluate the reliability and validity of different assessment methods.
- Explore ethical considerations and best practices in classroom assessment.
- Reflect on personal assessment practices and their impact on student learning.
- Apply theoretical knowledge to real-world assessment scenarios through practical exercises and case studies.

Course Requirements and Expectations:

In order to ensure success in this course:

- Students need to attend classes on time and regularly.
- Students need to complete their readings before the classes.
- Students need to participate actively in classroom discussions.
- Students need to submit their assignments on the due date. Late assignments will not be accepted.
- Students need to be careful about plagiarism as the university has a zero-tolerance policy.
- Students should be internet and computer literate.
- Students need to maintain an email account for communication with the instructor.
- Students need to maintain 75% attendance to be eligible for the final examination.

Assessment

Procedures:

Both formative and summative approaches will be used for assessing students' learning and

development. The breakdown of marks is as follows:

S. No.	Procedures	Marks Percentage
1	Assignments, presentations, quizzes, project work	20%
2	Midterm Examination	30%
3	Final Examination	50%
4	Total	100%

Attendance:

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and Learning Strategies:

Classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars, and presentations. Effective strategies in philosophy, discussion, and debates will also be incorporated.

Course Content:

Week 1: Introduction to Classroom Assessment

- Definition and purpose of classroom assessment
- Overview of assessment types

Week 2: Aligning Assessments with Learning Objectives

- Importance of alignment
- Writing clear and measurable learning objectives

Week 3: Formative Assessment Strategies

- Techniques for ongoing assessment
- Providing meaningful feedback

Week 4: Summative Assessment Strategies

- Designing end-of-unit assessments
- Summative vs. formative assessments

Week 5: Constructing Effective Test Items

- Multiple-choice, true/false, and short answer questions
- Best practices in test item construction

Week 6: Performance-Based Assessments

- Designing projects and presentations
- Rubrics and scoring guides

Week 7: Authentic Assessment

- Real-world applications
- Examples and case studies

Week 8: Midterm Examination

Week 9: Analyzing and Interpreting Assessment Data

- Basic statistical concepts
- Using data to inform instruction

Week 10: Reliability and Validity in Assessment

- Ensuring accurate and consistent measurement
- Types of reliability and validity

Week 11: Ethical Considerations in Assessment

- Fairness and bias
- Ethical dilemmas in assessment practices

Week 12: Differentiated Assessment

- Adapting assessments for diverse learners
- Strategies for inclusive assessment

Week 13: Technology in Assessment

- Digital tools and platforms
- Advantages and challenges of online assessments

Week 14: Student Self-Assessment and Peer Assessment

- Encouraging self-reflection
- Benefits of peer feedback

Week 15: Course Review and Reflection

- Review of key concepts and skills
- Reflecting on personal growth and learning

Week 16: Final Examination

References:

- Stiggins, R. J., & Chappuis, J. (2012). *An Introduction to Student-Involved Assessment FOR Learning*. Pearson.
- McMillan, J. H. (2017). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*. Pearson.
- Popham, W. J. (2014). *Classroom Assessment: What Teachers Need to Know*. Pearson.
- Brookhart, S. M. (2010). *How to Assess Higher-Order Thinking Skills in Your Classroom*.

ASCD.

- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
- Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students*. Pearson
- Assessment for Learning: This website provides resources and guidance on implementing formative assessment practices in the classroom. It offers articles, videos, and downloadable materials to support teachers in using assessment to enhance student learning. Website: <https://www.assessmentforlearning.edu.au/>
- Edutopia - Assessment Strategies: Edutopia offers a variety of resources and articles on effective assessment strategies for educators. You can find information on formative assessment, summative assessment, peer assessment, and more. Website: <https://www.edutopia.org/assessment>
- National Council of Teachers of Mathematics (NCTM) - Assessment Resources: NCTM provides resources and articles specifically focused on assessment in mathematics education. Educators can find information on best practices, assessment tools, and strategies for assessing mathematical understanding. Website: <https://www.nctm.org/classroom-resources/>
- Association for Middle Level Education (AMLE) - Assessment and Grading: AMLE offers resources and articles on assessment and grading practices specifically tailored for middle level educators. You can find information on standards-based grading, performance assessments, and authentic assessment methods. Website: <https://www.amle.org/assessment/>
- The Center for Assessment: This organization provides research, tools, and resources to support high-quality assessment practices in education. Educators can access articles, reports, and webinars on assessment design, validity, reliability, and fairness. Website: <https://www.nciea.org/>
- TeachThought - Assessment Resources: TeachThought offers a collection of articles and resources on assessment strategies and practices for educators. Topics include formative assessment, assessment literacy, and using assessment data to inform instruction. Website: <https://www.teachthought.com/category/assessment/>

COURSE TITLE: TEACHING OF ENGLISH
Course Code: UBED-242
Credit Hrs. 03

Course description

This course will equip prospective teachers with knowledge and skills to teach English in grades I through VIII. They will become familiar with the English curriculum and expected student Learning objectives. Prospective teachers will learn the use of different language skills to enhance variety of instructional methods that promote active learning of English, including making and using teaching and learning materials. They will plan English lessons and activities. The following topics will be discussed in this course:

Teacher and pedagogy of language, four language skills and how to teach four skills, different strategies, methods and techniques of language teaching, teaching essays, stories, poems, and grammar and evaluation in teaching of English.

Learning objectives

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

- familiar with the four language skills - Listening, Speaking reading and writing
- identify and prepare activities for developing four skills
- apply modern methods and approaches in teaching of English
- prepare lesson plans of Prose, Poetry, Composition and Grammar
- Effective use of audio visual aids.
- Measure and evaluate the students' progress during teaching of English as a foreign I second language

Course outcomes

- Select, use, and justify appropriate Methods of teaching English
- Analyse the use of language theories in classrooms.
- Determine, select, and use appropriate methods and activities to teach language skills.
- Evaluate the effectiveness of language teaching methods in real classrooms situations
- Differentiate between Modern traditional methods of language teaching
- Develop tools and model to teach language.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly

- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Unit	Content	Week
1	<p>Language teaching</p> <p>Concept of teaching and learning</p> <p>Nature of language</p> <p>Characteristics of effective English teacher</p> <p>Maxims of teaching</p> <p>Role & responsibilities of English teacher</p>	Week 1 and 2
2	<p>Four skills of language learning</p> <p>Listening Comprehension Skills</p> <p>Techniques of developing listening ability</p> <p>Careful listening habits</p> <p>Use of Cassette-player for developing listening ability</p> <p>Using Video-Cassettes for effective listening</p> <p>Methods of teaching listening</p> <p>Sub Skills</p> <p>Speaking Skills</p> <p>Favorable classroom environment for speaking</p> <p>Value of pronunciation and intonation in speaking</p> <p>Conversation and dialogue</p> <p>Language games for oral expression</p> <p>Vocabulary building</p>	Week 3
2	<p>Four skills of language learning</p> <p>Reading Skills</p> <p>Importance of silent and loud reading</p> <p>Methods of teaching Reading</p> <p>Sub skills</p> <p>Writing Skills</p> <p>Techniques of good handwriting</p> <p>Importance of spelling in Writing</p>	Week 4

	<p>Creative writing (essays/paragraphs)</p> <p>Writing letters and invitations to friends</p> <p>Writing applications</p>	
3	<p>Teaching of English Content</p> <p>Teaching of prose</p> <p>Teaching of poems</p> <p>Teaching of composition</p> <p>Teaching of vocabulary</p> <p>Teaching of pronunciation</p>	Week 5 and 6
4	<p>Methods of teaching English</p> <p>Grammar – Translation method</p> <p>Direct method</p> <p>Audio-lingual approach</p> <p>Structural approach</p> <p>Communicative approach</p> <p>Word building</p>	Week 7 and 8
	Mid Term	Week 9
5	<p>Teaching of Grammar</p> <p>Functional approach towards grammar teaching.</p> <p>Revision and class room discussion and reflection etc</p>	Week 11
6	<p>Lesson Planning</p> <p>Importance of activities in all kinds of lessons</p> <p>Value of different steps in lesson Planning.</p> <p>New teaching approaches; activity based.</p> <p>Planning Structural lessons</p> <p>Planning a Prose and Poetry lesson</p>	Week 12 and 13

	Planning a Paragraph, a Story and an Essay Planning a Grammar lesson	
7	A.V.Aids in Teaching of English/ classroom management Need and importance Charts, Models, Pictures, role plays, Flash Cards, Toys and Real Objects Radio, Cassette player, Language Laboratory Television, VCR, Movies 6.5. Slides, Filmstrip, OHP, multimedia Projector	Week 14
8	Assessment in Teaching of English Construction of Objective type test. Construction of subject type test.	Week 15
	Presentation/Viva	Week 16
	Final-term exams	

References

- Cook V. (1991). Second Language Learning and Language Teaching, 2nd ed. London, Arnold
- Mohammad. T. (1998). Modern Approaches to the Teaching of English as Second Language, Lahore: Majeed Book Depot.
- Murcia, M.C. (1991), Teaching English as a Second Foreign Language, 2nd Ed. New Bury House: A Division of Harper Collins Publishers.
- Sheikh. N. A. (1998). Teaching of English as a Second Language. Lahore: Carvan Book House.
- Rob Nohand (1993). Conversation, London: Oxford University Press.
- Nuttall, C. (1996). Teaching reading skills in a foreign language. London: Heinemann
- Wallace, C. (1992). Reading. London: OUP
- Rost, M. (1990). Listening in language learning. NY. Longman

Underwood, M. (1990). Teaching listening. NY: Longman
Donn, B. (1999). Teaching writing skills. NY: Longman
Donn, B. (2000). Wall pictures for language practice: Teacher's handbook. NY: Longman.
Hill, L.E. (1999). Sounds and spelling. Oxford: OUP
John, H. (1998). Introduction to English language teaching. NY: Longman.
Byrne, D. (1997). Teaching oral English. NY: Longman.Allen & Corder
www.mcrel.org/PDF/Noteworthy/Learners_Learning_Schoolin
http://en.wikipedia.org/wiki/Most_common_words_in_English

COURSE TITLE: TEACHING OF MATHEMATICS
Course Code: UBED-243
Credit Hrs. 03

Course Description:

The Teaching of Mathematics course is designed to equip educators with the pedagogical knowledge, instructional strategies, and practical skills necessary to teach mathematics effectively in primary and secondary school settings. This course emphasizes the development of conceptual understanding, problem-solving abilities, and mathematical reasoning among students.

Throughout the course, students will explore research-based practices for teaching mathematics, with a focus on fostering mathematical proficiency, critical thinking, and a positive attitude towards mathematics. Emphasis is placed on creating a supportive learning environment where students can engage actively in mathematical inquiry and exploration

Learning objectives:

Students will be able to

- 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 Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents

Mathematics Content	Learning the Math Content	Teacher Decision Making: Teaching the Math Content
Unit 1		
<ul style="list-style-type: none"> <input type="checkbox"/> Prime & Composite Numbers <input type="checkbox"/> Factors & Multiples 	<ul style="list-style-type: none"> ● Anticipated Student Misconceptions 	<ul style="list-style-type: none"> ● Setting Goals for: <ul style="list-style-type: none"> ○ The Program ○ Teaching ○ Learning <ul style="list-style-type: none"> ● Lesson Design Model <ul style="list-style-type: none"> ○ Launch ○ Explore ○ Summarize <ul style="list-style-type: none"> ● Using Questioning Techniques, Wait Time, Probes, and Prompts to Foster Student Thinking
<ul style="list-style-type: none"> <input type="checkbox"/> Division of Whole Numbers 	<ul style="list-style-type: none"> ● Emergent Mathematical Thinking 	
<ul style="list-style-type: none"> <input type="checkbox"/> Greatest Common Factor <input type="checkbox"/> Least Common Multiple <input type="checkbox"/> Prime Factorization 	<ul style="list-style-type: none"> ● The Value of Student Errors 	
Unit 2		
<ul style="list-style-type: none"> <input type="checkbox"/> Operations with Fractions (1) 	<ul style="list-style-type: none"> ● Learning Mathematics with Manipulative & Visual Aids 	<ul style="list-style-type: none"> ● Using Application Problems to Develop Algorithms
<ul style="list-style-type: none"> <input type="checkbox"/> Operations with Fractions (2) 	<ul style="list-style-type: none"> ● Mathematical Problem Solving Strategies 	<ul style="list-style-type: none"> ● Physical Set-up of a Student-Centered Classroom
<ul style="list-style-type: none"> <input type="checkbox"/> Fractions-Decimals-Percentage 	<ul style="list-style-type: none"> ● Mathematical Discourse: Learning by Talking 	<ul style="list-style-type: none"> ● Designing & Managing Cooperative Group Work
<ul style="list-style-type: none"> <input type="checkbox"/> Pie Charts 	<ul style="list-style-type: none"> ● Seeing Connections between Units of the 	<ul style="list-style-type: none"> ● Timing of Lessons, Pacing of Units

National
Curriculum

Unit 3

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> □ Geometric Ratios | <ul style="list-style-type: none"> ● Cognitive Demand of Mathematical Tasks | <ul style="list-style-type: none"> ● Selecting Worthwhile Mathematical Tasks |
| <ul style="list-style-type: none"> □ Rates & Linear Functions | <ul style="list-style-type: none"> ● The Balance Between Concepts & Skills, The Role of Drill & Practice | <ul style="list-style-type: none"> ● Bloom's Taxonomy of Learning applied to Mathematics |
| <ul style="list-style-type: none"> □ Systems of Linear Equations | <ul style="list-style-type: none"> ● Multiple Representations for a Single Mathematical Idea | <ul style="list-style-type: none"> ● Comparing Models of Teaching <ul style="list-style-type: none"> ○ Deductive-Analytic ○ Inductive-Synthetic |
| <ul style="list-style-type: none"> □ Symmetry | <ul style="list-style-type: none"> ● Mathematical Learning Styles and Modalities, Mathematics & Multiple Intelligence Theory | <ul style="list-style-type: none"> ● Comparing Models of teaching <ul style="list-style-type: none"> ○ Heuristic ○ Interactive ○ Hands-on |
| <ul style="list-style-type: none"> • Volume & Surface Area | <ul style="list-style-type: none"> ● Learning Mathematics by Writing | <ul style="list-style-type: none"> ● Comparing Models of Teaching <ul style="list-style-type: none"> ○ Problem-based Learning ○ Project-based Learning |
| <ul style="list-style-type: none"> • Measurement and | <ul style="list-style-type: none"> ● Precision in | <ul style="list-style-type: none"> ● Differentiating Assignments |

Precision Mathematical
 Vocabulary and Syntax

Unit 4

• Data: Estimation & • Learning • Differentiating Assessments
Large Numbers Mathematics with
 Available Technology

- Introduction and/or Review of Seminal Thinkers in Mathematics & Mathematics Education
- Introduction and/or Review of Seminal Islamic Thinkers in Mathematics & Mathematics Education

References:

NCTM Illuminations: <http://illuminations.nctm.org/>

New Zealand's Maths Curriculum: <http://nzmaths.co.nz/>

UK's N-Rich Maths site: <http://nrich.maths.org/public/>

How Students Learn: History, Mathematics, and Science in the Classroom

www.nap.edu/catalog.php?record_id=10126#toc Published by National Academies Press.

What does Good Mathematics Instruction Look Like?:

<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>

Mathematics for Elementary School Teachers, by Tom Basserear, published by Brooks Cole.

Elementary and Middle School Mathematics: Teaching Developmentally, by John A. Van de Walle, Karen Karp, and Jennifer Bay-Williams, published by Pearson Education.

Mathematics Explained for Primary Teachers, by Derek Haylock, published by SAGE Publications.

Fauvel, John & Jeremy Gray (1990). The History of Mathematics: A Reader: London: Macmillan Press Ltd.

Greer, Brian and Gerry Mulhern, (1989). New Directions in Mathematics Education. New York: Routledge.

Lacombe, Antony. (1985) Mathematical Learning Difficulties in the Secondary School: Pupils' needs and Teacher's Role. England: Milton Keynes

COURSE TITLE: ACADEMIC WRITING
Course Code: UBED-244
Credit Hrs. 03

Course Description:

Academic Writing is an undergraduate-level course designed to develop students' proficiency in writing for academic purposes across various disciplines. Through theoretical instruction, practical exercises, and writing assignments, students will learn how to produce well-structured, coherent, and well-supported academic essays and research papers. The course emphasizes critical thinking, research skills, and adherence to academic conventions, preparing students for success in their academic endeavors.

Learning objectives

1. Understand the characteristics and expectations of academic writing.
2. Develop proficiency in structuring and organizing academic essays and research papers.
3. Enhance research skills, including locating, evaluating, and integrating sources effectively.
4. Practice critical thinking and analytical skills through written argumentation and analysis.
5. Improve writing mechanics, including grammar, punctuation, and style.
6. Learn to use academic citation styles correctly and ethically.
7. Cultivate habits of revision and self-editing to produce polished academic writing.
8. Prepare students for writing assignments across various academic disciplines and contexts.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate

- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Academic Writing

- Definition and purpose of academic writing
- Characteristics of academic discourse
- Understanding audience and purpose

Week 2: Essay Structure and Organization

- Components of an academic essay: introduction, body, conclusion
- Thesis statement and topic sentences
- Paragraph structure and coherence

Week 3: Research Skills Part 1: Finding Sources

- Using library resources and databases
- Evaluating sources for credibility and relevance
- Citation management tools

Week 4: Research Skills Part 2: Incorporating Sources

- Paraphrasing, summarizing, and quoting
- Avoiding plagiarism and maintaining academic integrity
- Synthesizing sources to support arguments

Week 5: Argumentation and Critical Thinking

- Developing persuasive arguments
- Logical reasoning and evidence-based writing
- Counterarguments and rebuttals

Week 6: Academic Style and Tone

- Formal vs. informal language
- Writing concisely and precisely
- Avoiding bias and maintaining objectivity

Week 7: Writing Mechanics Part 1: Grammar and Punctuation

- Sentence structure and syntax
- Common grammatical errors
- Punctuation rules and conventions

Week 8: Mid Term

Week 9: Writing Mechanics Part 2: Style and Clarity

- Active vs. passive voice
- Sentence variety and clarity
- Word choice and diction

Week 10: Academic Citation Styles

- Overview of citation styles: APA, MLA, Chicago, etc.
- In-text citations and bibliographies
- Understanding citation formatting guidelines

Week 11: Revision and Editing

- Strategies for revising academic writing
- Peer review and feedback
- Proofreading techniques for accuracy and consistency

Week 12: Writing Across Disciplines

- Understanding disciplinary conventions and expectations
- Adapting writing style and tone for different audiences
- Analyzing sample academic texts from various disciplines

Week 13: Presentations

Week 14: Final Project and Reflection

- Completion of a final academic writing project
- Reflection on personal growth and Learning objectives
- Course wrap-up and next steps in academic writing development

Week 15, 16: Revision and Final Terms

References:

1. Giltrow, J. (2017). *Academic Writing: Writing and Reading in the Disciplines*. Broadview Press.
2. Lunsford, A. A., & Ruszkiewicz, J. J. (2017). *Everything's an Argument with Readings*. Bedford/St. Martin's.

3. Hacker, D., & Sommers, N. (2017). *A Writer's Reference*. Bedford/St. Martin's.
4. Graff, G., & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing*. W. W. Norton & Company.
5. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research*. University of Chicago Press

COURSE TITLE: TOOLS FOR QUANTITATIVE REASONING
Course Code: UBED-245
Credit Hrs. 03

Course Description:

Tools for Quantitative Reasoning is an undergraduate-level course designed to equip students with the mathematical and analytical skills necessary for problem-solving and decision-making in various academic and real-world contexts. Through theoretical instruction, practical applications, and hands-on exercises, students will learn to use quantitative tools and techniques to analyze data, interpret results, and make informed judgments. The course aims to enhance students' quantitative literacy and critical thinking abilities, preparing them for success in their academic and professional pursuits.

Learning objectives

1. Introduce students to fundamental mathematical concepts and techniques.
2. Develop proficiency in using quantitative tools for problem-solving and analysis.
3. Enhance students' ability to interpret and communicate quantitative information effectively.
4. Foster critical thinking skills through the evaluation of quantitative data and arguments.
5. Provide opportunities for hands-on practice and application of quantitative reasoning skills.
6. Explore the ethical considerations and limitations of quantitative analysis.
7. Prepare students for further study in disciplines that require quantitative reasoning.
8. Promote the application of quantitative reasoning to real-world problems and decision-making.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Quantitative Reasoning

- Definition and importance of quantitative reasoning

- Examples of quantitative reasoning in different disciplines
- Ethical considerations in quantitative analysis

Week 2: Numerical Representations and Operations

- Place value, decimals, and fractions
- Arithmetic operations: addition, subtraction, multiplication, division
- Order of operations and parentheses

Week 3: Algebraic Expressions and Equations

- Variables, constants, and coefficients
- Simplifying algebraic expressions
- Solving linear equations and inequalities

Week 4: Functions and Graphs

- Definition of a function
- Graphical representation of functions
- Common types of functions: linear, quadratic, exponential

Week 5: Data Analysis and Descriptive Statistics

- Types of data: categorical and numerical
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, variance, standard deviation

Week 6: Probability and Probability Distributions

- Basic principles of probability
- Probability distributions: discrete and continuous
- Expected value and variance

Week 7: Statistical Inference

- Sampling methods: random sampling, stratified sampling
- Estimation and hypothesis testing
- Confidence intervals and significance tests

Week 8: Mid Term Examination

Week 9: Correlation and Regression Analysis

- Scatterplots and correlation coefficients
- Simple linear regression
- Interpretation of regression results

Week 10: Multivariate Analysis

- Multiple regression analysis
- Analysis of variance (ANOVA)
- Interpreting interactions and covariates

Week 11: Decision Analysis and Optimization

- Decision trees and decision analysis models
- Linear programming and optimization techniques
- Applications of quantitative decision-making in real-world scenarios

Week 12: Modeling and Simulation

- Basics of mathematical modeling
- Simulation techniques and applications
- Limitations and assumptions of modeling and simulation

Week 13: Applications of Quantitative Reasoning

- Case studies and examples of quantitative reasoning in different fields
- Final project: applying quantitative reasoning skills to a real-world problem
- Reflection on personal Learning objectives and future applications of quantitative reasoning

Week 14: Presentations

Week 15.16: Revision and Final Term

References:

1. Bennett, J., Briggs, W., & Triola, M. (2017). *Using & Understanding Mathematics: A Quantitative Reasoning Approach*. Pearson.
2. Moore, D. S., & Notz, W. I. (2018). *Statistics: Concepts and Controversies*. W. H. Freeman.
3. Groebner, D. F., Shannon, P. W., Fry, P. C., & Smith, K. D. (2018). *Business Statistics: A Decision-Making Approach*. Pearson.
4. Rossman, A. J., & Chance, B. L. (2018). *Workshop Statistics: Discovery with Data and Fathom*. Wiley.
5. Sowell, E. J. (2016). *Quantitative Reasoning: Tools for Today's Informed Citizen*. Oxford University Press

COURSE TITLE: TEACHING PRACTICUM (Short Term)
Course Code: UBED-246
Credit Hrs. 03

Course Description:

The Teaching Practicum course is designed to provide aspiring educators with practical experience and guided instruction in real classroom settings. This hands-on course aims to bridge the gap between theoretical knowledge acquired in education coursework and the actual practice of teaching in diverse educational environments. Through a combination of observation, participation, and reflection, students will gain valuable insights into effective teaching strategies, classroom management techniques, and the complexities of the teaching profession

Learning objectives:

Student Teachers will be able to:

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

Learning and teaching approaches

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.S Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

Course content/ Activities

Pre-Practicum Seminars (8 Seminars)

Seminars 1-4: Teaching Strategies and Methods

- **Seminar 1: Introduction to Teaching Strategies**
 - Overview of various teaching strategies and their effectiveness in different learning environments.
 - Exploration of active learning, cooperative learning, and inquiry-based methods.
 - Case studies and group discussions on selecting appropriate teaching strategies.
- **Seminar 2: Lesson Planning Essentials**
 - Understanding the components of effective lesson planning.
 - Techniques for aligning lesson objectives with curriculum standards and student needs.
 - Hands-on practice in developing detailed lesson plans for diverse subjects and grade levels.
- **Seminar 3: Effective Teaching Techniques**
 - Exploration of effective teaching techniques, including differentiation and scaffolding.
 - Strategies for engaging students and promoting active participation in learning.
 - Role-play exercises and simulations to practice effective teaching methods.
- **Seminar 4: Classroom Management**
 - Importance of classroom management in creating a conducive learning environment.
 - Techniques for establishing rules, routines, and positive reinforcement strategies.
 - Addressing behavioral challenges and promoting a culture of respect and collaboration.

Seminars 5-8: School Management and Reflection

- **Seminar 5: Understanding Classroom Observation**
 - Introduction to classroom observation techniques and protocols.
 - Importance of observation in professional growth and development.

- Guidelines for providing constructive feedback and support to colleagues.
- **Seminar 6: School Management and Leadership**
 - Overview of school management structures and leadership roles.
 - Discussion on effective leadership practices and strategies for promoting school improvement.
 - Case studies and role-playing activities on school leadership scenarios.
- **Seminar 7: Discipline and Student Engagement**
 - Exploring effective discipline strategies and techniques for managing student behavior.
 - Promoting student engagement through interactive and collaborative learning experiences.
 - Addressing diversity and inclusivity in the classroom.
- **Seminar 8: Reflection and Professional Development**
 - Importance of reflective practice in teaching and learning.
 - Techniques for reflective journaling and self-assessment.
 - Setting goals for ongoing professional development and growth.

Midterm Break

Field Experience (1 Month)

Core Activities.

School based activities (First Week)

Daily lesson planning and teaching

Daily observation

Daily reflection

Week 1: School-Based Activities and Stakeholder Interviews

- Introduction to the practicum goals and expectations.

- Orientation to the school environment and facilities.
- Conducting interviews with the head teacher, teachers, and students to gain insights into school resources, management, discipline, and leadership.
- Daily reflections on key takeaways from stakeholder interviews.

Week 2: Co-Lesson Planning and Co-Teaching

- Collaborative lesson planning sessions with mentor teachers.
- Co-teaching sessions with mentor teachers to implement planned lessons.
- Reflection sessions after each co-teaching experience to evaluate effectiveness and identify areas for improvement.

Mid Seminar

Sharing school Experiences

Feedback

Further improvement strategies

Weeks 3-4: Individual Lesson Planning and Teaching

- Independent lesson planning based on practicum goals and feedback received.
- Teaching individual lessons to students under mentor supervision.
- Observation of experienced teachers and peers in various classroom settings.
- Daily reflection on teaching experiences, student engagement, and instructional strategies.

Final Week: Synthesis and Evaluation

- Synthesizing insights from field experiences and seminars.
- Final reflection on personal and professional growth throughout the practicum.
- Presentation of practicum experiences and reflections to peers and mentors.
- Evaluation of practicum performance based on teaching effectiveness, collaboration, and reflective practice.

- Certificate presentation ceremony for successful completion of the practicum

End of Practicum seminar:

Sharing Reflections

School representative's feedback

Concluding remarks by Practicum Supervisor

TITLE OF COURSE: CURRICULUM DEVELOPMENT
Course Code: UBED-351
Credit Hrs. 03

Course Description:

Curriculum Development is a comprehensive study of the theory, practice, and evaluation of educational curricula. This course explores the principles, processes, and methodologies involved in designing, implementing, and assessing curricular frameworks across various educational settings. Emphasis is placed on understanding the philosophical foundations of curriculum, aligning curriculum with educational goals and standards, incorporating diverse perspectives and stakeholders, and utilizing appropriate assessment techniques to enhance teaching and learning.

Learning Objectives:

1. Understand the theoretical frameworks underlying curriculum development, including historical, philosophical, and sociocultural perspectives.
2. Analyze the relationship between curriculum, instruction, and assessment in educational settings.
3. Identify and apply various models and approaches to curriculum design, including subject-centered, learner-centered, and problem-centered approaches.
4. Evaluate the impact of educational policies, standards, and reform initiatives on curriculum development.
5. Incorporate principles of diversity, equity, and inclusion into curriculum design and implementation.
6. Demonstrate proficiency in developing curriculum objectives, learning outcomes, and instructional strategies aligned with educational goals and standards.
7. Design and adapt curriculum materials, resources, and technologies to support effective teaching and learning experiences.
8. Apply principles of backward design to develop coherent and cohesive curriculum plans.
9. Explore strategies for engaging stakeholders, including teachers, students, parents, and community members, in the curriculum development process.

10. Use various assessment techniques, including formative and summative assessments, to evaluate curriculum effectiveness and student learning outcomes.
11. Reflect on personal beliefs, values, and biases related to curriculum development and enact ethical and professional practices.
12. Collaborate with colleagues to engage in ongoing curriculum review, revision, and improvement based on evidence-based practices and feedback

Course Requirements and Expectations

- In order to ensure success in this course:
- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks

3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Course Contents

Introduction to Curriculum:

1. Concept of Curriculum:

- Definition and understanding of curriculum.
- Different perspectives on curriculum development.

2. Nature and Scope of Curriculum:

- Exploration of the essence and breadth of curriculum.
- Understanding the scope and limitations of curriculum development.

3. Difference among Curriculum, Syllabus, Course, and Educational Program:

- Clarification of key terms in education planning.
- Understanding the interrelation and distinction among these components.

4. Elements of the Curriculum:

- Objective: Setting clear learning goals.
- Content: Selection of subject matter and topics.
- Teaching Methods: Strategies for instruction and pedagogy.
- Evaluation: Assessment of student learning and curriculum effectiveness.

Elements of Curriculum/Process of Curriculum:

1. Need Analysis:

- Identification of educational needs and requirements.
- Conducting assessments to inform curriculum development.

2. Objectives:

- Defining specific learning outcomes and goals.
- Aligning objectives with educational standards and objectives.

3. Content:

- Designing a coherent and relevant curriculum content.
- Sequencing and organizing subject matter effectively.

4. Teaching Methods:

- Selection of appropriate instructional strategies.
- Integration of technology and active learning approaches.

5. Evaluation:

- Developing assessment tools and techniques.
- Utilizing assessment data for curriculum improvement.

Foundation of Curriculum:

1. Philosophical, Ideological, and Historical Foundations:

- Exploration of philosophical and historical influences on curriculum.
- Understanding ideological underpinnings in curriculum development.

2. Psychological Foundations:

- Application of psychological principles in curriculum design.
- Understanding cognitive and developmental theories.

3. Socio-cultural Foundations:

- Addressing cultural diversity in curriculum development.
- Recognizing socio-economic factors in educational planning.

Types of Curriculum:

1. Overt, Explicit, or Written Curriculum:

- Identification and understanding of stated curriculum goals.

2. Societal Curriculum (or Social Curricula):

- Recognition of societal values and norms embedded in education.

3. The Hidden Curriculum:

- Understanding implicit messages and lessons in schooling.

4. The Null Curriculum:

- Recognition of content or topics not included in the curriculum.

Curriculum Designs:

1. Subject-centered Curriculum:

- Organization of curriculum around academic disciplines.

2. Student-centered Curriculum:

- Focus on individual student needs and interests.

3. Problem-centered Curriculum:

- Addressing real-world challenges and issues.

4. Core Learning Design:

- Integration of essential skills and knowledge across subjects.

Development of Curriculum in Pakistan:

1. Process of Curriculum Development in Pakistan:

- Description of the steps involved in curriculum planning.
- Examination of the factors influencing curriculum development.

2. Overview of Curriculum of Classes:

- Analysis of curriculum frameworks and content across grade levels.

Models of Curriculum:

1. Hilda Taba Model:

- Explanation of Taba's approach to curriculum development.

2. Tyler Model:

- Understanding Tyler's objectives-centered curriculum design.

Textbook Development Process:

1. Expert Review:

- Involvement of subject matter experts in textbook creation.

2. Objectives:

- Definition of learning objectives and outcomes for textbooks.

3. Selecting Learning Materials:

- Criteria and considerations for choosing appropriate resources.

4. Draft Book:

- Development and revision process of textbook drafts.

5. Final Review:

- Evaluation and refinement of completed textbooks.

Instructional Material for Elementary Schools:

1. Textbooks:

- Role and importance of textbooks in elementary education.

2. Workbooks:

- Supplementary materials for practice and reinforcement.

3. Teacher Manual:

- Resources and guidelines for teachers to utilize instructional materials effectively.

Curriculum Evaluation:

1. Introduction:

- Purpose and significance of curriculum evaluation.

2. Types of Evaluation:

- Differentiation between formative and summative evaluation.

3. Evaluating Curriculum:

- Application of evaluation criteria to assess curriculum effectiveness.

References:

Rashid, M. (2000). Allied material of curriculum development and instruction. Islamabad: AIOU.

Sharma, R. C. (2002). Modern methods of curriculum organization. New Delhi: Commonwealth.

Taba, Hilda (1962). Curriculum development; theory and practice. Harcourt, Brace & World Thijs,

Annette and Akker, Jan van den (2009). Curriculum in development Netherlands Institute for Curriculum Development (SLO), Enschede, the Netherlands

Limon E. Kattington, (2010). Handbook of Curriculum Development. <http://www.pdfbook.co.k>

Beane I.A, Toefer C.F & Alessi S.J (1986). *Curriculum Planning & Development*. Boston and Bacon.

Association for Supervision and Curriculum Development (ASCD) - [Website](#)

UNESCO: International Bureau of Education - [Website](#)

National Council of Educational Research and Training (NCERT) India - Website

Journal of Curriculum Studies - Website

Educational Researcher Journal - Website

TITLE OF COURSE: EDUCATIONAL PSYCHOLOGY
Course Code: UBED-352
Credit Hrs. 03

Course Description

Educational psychology is the branch of Psychology concerned with studying how people learn from instruction, and with developing learning materials, programs and techniques that enhance learning. This course will enable you (students) to discuss different theories of educational psychology related to growth and development, learning, motivation, individual differences, personality and their application in educational setting.

The main focus of this course is nature of learning, theories of learning and its application in real classroom situations. It will also focus on nature and stages of growth and development. The concept of intelligence and multiple intelligence and approaches to deal with diversified learners.

Learning objectives

By the end of course the students will be able to

- Describe the meaning of educational psychology.
- Understand the application of educational psychology in education.
- Describe the meaning of learning from different perspectives.
- Apply the learning principles in instruction and help the students in showing maximum learning output.
- Compare various theories of learning and develop and personalized understanding of human learning capabilities.
- Comprehend and apply the motivational principles in the instructional activities.
- Explain the various concepts of intelligence and use this understanding in monitoring the student class performance.
- Explore the development of human learning and factors influencing learning.
- Discuss the concept of personality.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes

- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Course Contents:

Units	Course Content	Weeks
1	Orientation Introduction Meaning, objectives and scope of Educational Psychology Brief introduction to recent developments in Educational Psychology. Methods and technique of Educational Psychology	Weeks 1 and 2
2	Social and personal development Personal development, understanding of ourselves Erickson's Psychosocial theory	Week 3
3	Moral development Kohlberg's theory of moral reasoning	Week 4
4	Intellectual/ cognitive development Piaget's theory & its implications for the teacher Vygotsky's socio cultural perspectives and its implications for the teacher	Week 5 and 6
5	5 Motivation Types of motivation: Intrinsic and extrinsic motivation Maslow's theory of motivation Applications	Week 7 and 8
	Midterm Examination	
6	Intelligence Modern concept of intelligence Multiple intelligence Applications	Week 10

7	<p>Learning</p> <p>Historical perspective on learning</p> <p>Behavior theories of learning:</p> <p>Constructivist perspective of learning</p> <p>Information processing theory</p> <p>Factors affecting learning</p>	Week 11 and 12
---	---	----------------

8	<p>Individual differences</p> <p>Source and types of individual differences</p> <p>Gifted and slow learners</p> <p>How to deal with students</p> <p>Effects of individual differences</p>	Weeks 13
---	--	----------

8	<p>Personality development</p> <p>Origins of personality development</p> <p>Personality traits</p> <p>Personality theory : Freud’s theory</p> <p>Attitudes and interest</p>	Week 14 and 15
---	--	----------------

Presentations	Week 16
----------------------	---------

Final Examination

References:

Ormrod, Jeane, (2010) *Educational Psychology: Developing Learners:*
 Pearson Santrock, [John W.](#), (2001) *Educational Psychology*, USA. Mc-Graw-Hill Anita Woolfolk; Educational Psychology, USA.

Anderson, I.R. (1990). Cognitive psychology and its implication. New York: Freeman Publishing Company.

Dash, B.N. , Dash, N., and Rath, M.P. (2002). A text book of educational psychology. New Delhi: Dominant Publishers and Distributors.

Elliet, S. N., Krotchwill, T. R., Littlefield, J. & Travers, J. E. (1999). Educational psychology. Singapore: Brown and Benchmark Publishers.

Gage, N.L. (1991). Educational psychology. New Jersey: Houghton Mifflin Co. Iqbal, M. Z., &

Shahid, S. M. (2002). Educational psychology & guidance. Islamabad: AIOU.

Ormrod, J. E. (1998) Educational psychology (2d ed). New Jersey: Merrill Company.

Rashid, M. (comp.) (2001). Allied material of educational guidance and counselling. Islamabad:

AIOU. Rothstein, P. R.(1990). Educational psychology. New York: McGraw- Hill Inc.

Santrock, J. W.(2004). Educational psychology. Boston:

McGraw –Hill. Sprinthall, N.A., and Sprinthall, R.C., and Oja, S.N. (1994). Educational

psychology: A developmental approach. New York: McGraw Hill Inc

http://www.ehow.com/how_4422139_teach-psychology-class.html

http://datause.cse.ucla.edu/library_results.php?q=oph&c=&id=618#618

<http://psychcentral.com/lib/2011/types-of-psychological-testing>

TITLE OF COURSE: FOUNDATIONS OF EDUCATION

Course Code: UBED-353

Credit Hrs. 03

Course Discretion

Foundations of Education is a comprehensive study of the historical, philosophical, sociological, and psychological dimensions of education. This course provides an exploration of the fundamental theories, concepts, and principles that underpin the field of education, examining its evolution, purposes, and societal significance. Throughout the course, students will critically analyze the various factors that shape educational practices, policies, and institutions, as well as their implications for teaching, learning, and educational equity. Emphasis is placed on developing a deep understanding of the historical, philosophical, sociocultural, and psychological foundations that inform educational theory and practice.

Learning objectives:

1. Analyze and explain the historical development of education from ancient civilizations to contemporary times, identifying key educational movements, reforms, and milestones.
2. Evaluate and compare major philosophical perspectives on education, including idealism, realism, pragmatism, existentialism, and critical theory, and their implications for educational theory and practice.
3. Examine the sociological dimensions of education, including theories of socialization, social reproduction, social inequality, and diversity, and their impact on educational access, equity, and social change.
4. Discuss psychological theories of learning, motivation, and development and their application to teaching and learning contexts, including factors influencing student learning and individual differences among learners.
5. Analyze educational policies, governance structures, and legal frameworks, including their impact on schools, teachers, students, and communities, and their role in shaping educational practices and systems.
6. Critically engage with contemporary issues, debates, and trends in education, such as globalization, technology integration, standardized testing, curriculum reform, teacher preparation, and educational leadership, and their implications for educational equity and social justice.

7. Reflect on personal beliefs, values, and assumptions about education and teaching, and apply foundational knowledge to inform teaching practices, decision-making, and professional growth.
8. Communicate effectively and professionally, both orally and in writing, using appropriate educational terminology and concepts to discuss foundational principles, theories, and practices in education.
9. Demonstrate collaborative and critical thinking skills through active participation in class discussions, group activities, and reflective exercises, engaging with diverse perspectives and experiences in the field of education.
10. Synthesize and integrate knowledge from multiple disciplines, including history, philosophy, sociology, psychology, and policy studies, to analyze complex educational issues and propose informed solutions and recommendations.
11. Apply ethical principles and standards to educational decision-making and practice, recognizing the importance of integrity, fairness, and respect for diversity in educational settings.

Course Requirements and Expectations

In order to ensure success in this course:

- 6 Students need to attend the classes on time and regularly
- 7 Students need to complete their readings before the classes
- 8 Students need to participate actively in the class room discussions
- 9 Students need to submit their assignments on due date. After the due date assignments will not be accepted
- 10 Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- 11 Students should be internet and computer literate
- 12 Students need to maintain an email account which will serve as a source of communication between the students and instructor
- 13 Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and

development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Outline:

Unit 1: Introduction to Foundations of Education

- Overview of the course objectives, structure, and expectations
- Importance and relevance of understanding the foundations of education
- Historical overview of educational philosophies and practices

Unit 2: Philosophical Foundations of Education

- Introduction to educational philosophy and its significance
- Exploration of major philosophical perspectives: idealism, realism, pragmatism, existentialism, and critical theory

- Key questions in educational philosophy: What is the purpose of education? What is the nature of knowledge and learning?
- Discussion on the influence of philosophical ideas on educational practices and policies

Unit 3: Historical Perspectives on Education

- Evolution of education from ancient civilizations to contemporary times
- Major educational movements, reforms, and milestones
- Contributions of key figures in the history of education
- Analysis of the impact of historical events and social movements on education

Unit 4: Sociological Foundations of Education

- Understanding the sociological dimensions of education
- Sociological theories of education: socialization, social reproduction, and social inequality
- Exploration of educational access, equity, diversity, and social change
- Examination of the role of education in shaping and reflecting societal norms and values

Unit 5: Psychological Foundations of Education

- Introduction to psychological theories relevant to education
- Theories of cognitive, social, emotional, and moral development
- Factors influencing learning, motivation, and individual differences among learners
- Application of psychological principles in teaching and learning contexts

Unit 6: Educational Policy and Governance

- Overview of educational policy-making processes and structures
- Examination of educational governance models and legal frameworks
- Analysis of educational policies and their impact on schools, teachers, students, and communities
- Discussion on current issues and trends in educational policy and governance

Unit 7: Contemporary Issues in Education

- Exploration of current debates, challenges, and trends in education
- Globalization, technology integration, standardized testing, curriculum reform, teacher preparation, and educational leadership
- Critical analysis of educational issues and their implications for practice
- Strategies for addressing and advocating for educational equity and social justice

Unit 8: Reflective Practice and Professional Development

- Importance of reflective practice in education
- Strategies for professional growth, lifelong learning, and ethical decision-making
- Application of foundational knowledge to inform teaching practices and decision-making
- Reflection on personal beliefs, values, and assumptions about education and teaching

References:

1. Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2018). *Foundations of Education*. Cengage Learning.
2. Sadovnik, A. R., Cookson Jr, P. W., & Semel, S. F. (Eds.). (2019). *Exploring Education: An Introduction to the Foundations of Education*. Routledge.
3. Kliebard, H. M. (2004). *The struggle for the American curriculum, 1893-1958*. Routledge.
4. Spring, J. (2016). *The American school: From the Puritans to the Trump era*. McGraw-Hill Education.
5. Banks, J. A., Banks, C. A. M., Cortés, C. E., Hahn, C. L., Merryfield, M. M., Moodley, K. A., ... & Quijada Cerecer, P. (2017). *Democracy and diversity: Principles and concepts for educating citizens in a global age*. Routledge.
6. Gutek, G. L. (2014). *Historical and philosophical foundations of education: A biographical introduction*. Pearson.
7. Freire, P. (2018). *Pedagogy of the Oppressed*. Bloomsbury Publishing USA.

8. Dewey, J. (2012). *Democracy and Education*. Simon and Schuster.
 9. Giroux, H. A. (2011). *On critical pedagogy*. Bloomsbury Publishing USA.
 10. Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. Basic Books.
 11. Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.
 12. Labaree, D. F. (2018). *A perfect mess: The unlikely ascendancy of American higher education*. University of Chicago Press.
- <http://www.slideshare.net/par913/what-are-the-philosophical>)
 -
 - <http://www.shiachat.com/forum/index.php?/topic/234920551->
 -
 - <http://www.earlham.edu/~peters/philinks.htm>.
 - [http://www.mineduc.gov.rw/IMG/pdf/Roles Duties and Responsibilities of School Management Team-4.pdf](http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsibilities_of_School_Management_Team-4.pdf)
 - http://educationnorthwest.org/webfm_send/463
 - [http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/ Is-This-School-Lrn-Org.pdf](http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/Is-This-School-Lrn-Org.pdf)

TITLE OF COURSE: EDUCATIONAL LEADERSHIP AND MANAGMENT
Course Code: UBED-354
Credit Hrs: 03

Course description

Educational Leadership and Management is a comprehensive study of the theories, principles, and practices of leadership and management within educational institutions. The course explores various leadership styles, strategies for effective management, and the role of educational leaders in fostering positive organizational culture and facilitating school improvement. Emphasis is placed on understanding the complexities of educational systems, promoting equity and inclusion, and developing the skills necessary to lead change and innovation in diverse educational contexts

Learning objectives:

- Select, use, and justify appropriate theories of leadership and management
- Analyse the use of educational leadership styles in current education system.
- Determine, select, and use appropriate management strategies in education.
- Evaluate the effectiveness of different leadership and supervision techniques.
- Differentiate between Modern and Ancient philosophies.
- Develop a applicable approaches to solve educational problems.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor

- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Contents:

Unit	Content	Week
1	Concept of Management, leadership, administration and Supervision Definition Comparison	Week 1
2	Introduction to Management Definitions of Management and Leadership. Difference between leadership and Management. Difference between general and educational management and leadership	Week 2 and 3
3	Process of Management Planning Organizing Staffing Communicating Controlling Budgeting	Week 4
4	Resource Management Human resources Physical resources Financial resources	Week 5
5	Supervision, Types and techniques Preventive Corrective Inspectional	Week 6

	<p>Creative</p> <p>Cooperative</p> <p>Democratic</p>	
6	<p>Concept of leadership</p> <p>Nature</p> <p>Process</p> <p>Qualities of good leader</p> <p>Review</p>	Week 7 and 8
	<p>Mid Term</p>	Week 9
7	<p>Rules and Regulations.</p> <p>Regarding appointment, leaves, pay and allowances.</p> <p>Efficiency and Discipline rules</p> <p>Terms of reference of various personals in the school</p> <p>Code of ethics</p>	Week 10 and 11
8	<p>Records in Educational institution</p> <p>Attendance register</p> <p>Leave register</p> <p>Stock register</p> <p>Cash register (fee, different kind of funds)</p> <p>Personal files of teachers and other staff</p> <p>Other academic record (students result , staff meetings etc)</p>	Week 12 and 13
9		Week 14

	Theories of Leadership Trait Theories Contingencies Theories	
10	Leadership Style Democratic Autocratic Lazes-faire Leadership style and Headship	Week 15
11	Administrative Structure of education	Week 16
	Presentation/viva	
	Final Term	

References

Fullan, M. (2014). The principal: Three keys to maximizing impact. Jossey-Bass.

Sergiovanni, T. J., & Starratt, R. J. (2019). Supervision: A redefinition. McGraw-Hill Education.

Books:

1. "Educational Leadership: Theory and Practice" by Christopher M. Branson and Kenneth E. Lane
2. "The Principal: Three Keys to Maximizing Impact" by Michael Fullan
3. "Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts" by Pedro A. Noguera and Alan M. Blankstein

Websites:

1. Educational Leadership - ASCD: <https://www.ascd.org/topics/educational-leadership>

2. National Association of Elementary School Principals (NAESP): <https://www.naesp.org/>
3. National Association of Secondary School Principals (NASSP): <https://www.nassp.org/>
4. Edutopia - Educational Leadership and Administration:
<https://www.edutopia.org/topic/educational-leadership-administratio>

National Association of Secondary School Principals (NASSP): <https://www.nassp.org/>

American Association of School Administrators (AASA): <https://www.aasa.org/>

National Association of Elementary School Principals (NAESP): <https://www.naesp.org/>

Education Week: <https://www.edweek.org/>

Harvard Graduate School of Education: <https://www.gse.harvard.edu/>

Education Commission of the States: <https://www.ecs.org/>

TITLE OF COURSE: SCHOOL, COMMUNITY AND TEACHER

Course Code: UBED-355

Credit Hrs. 03

Course Description:

School, Community, and Teacher is a multidisciplinary course that examines the interconnectedness of schools, communities, and teachers in the education ecosystem. This course explores the roles, relationships, and responsibilities of teachers within the broader context of their school communities and the surrounding neighborhoods. Emphasis is placed on understanding the sociocultural, economic, and political factors that influence educational experiences and outcomes. Topics include community engagement, culturally responsive teaching, family-school partnerships, and the impact of social issues on teaching and learning.

Learning Objectives:

1. Understand the dynamic interplay between schools, communities, and teachers in shaping educational experiences and outcomes.
2. Analyze the sociocultural, economic, and political factors that influence teaching and learning in diverse communities.
3. Identify the roles and responsibilities of teachers as community members and agents of change within their school communities.
4. Explore strategies for building positive relationships and partnerships between schools, families, and communities to support student success.
5. Examine the principles of culturally responsive teaching and its role in promoting equity, diversity, and inclusion in the classroom.
6. Develop skills in community engagement, including outreach, collaboration, and advocacy for educational initiatives.
7. Investigate the impact of social issues, such as poverty, homelessness, and immigration, on teaching and learning in schools.

8. Reflect on personal biases, assumptions, and cultural competence in the context of working with diverse communities and students.
9. Apply principles of asset-based approaches to community development and empowerment within educational settings.
10. Utilize effective communication strategies to engage with diverse stakeholders, including students, parents, community organizations, and policymakers.
11. Design and implement culturally responsive curriculum and instructional practices that honor students' identities, experiences, and backgrounds.
12. Advocate for equitable resources, opportunities, and supports for all students within the school and community context.

Course Outcomes:

Prospective teachers will be able to:

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

Course Requirements and Expectations

- In order to ensure success in this course:
- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions

- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative

learning strategies, seminars and presentations. Field Based projects will also be conducted to know current practices of Assessment

Course Contents:

Unit	Content	Week
1	Society, Community and Education Introduction and overview of the course Introduction of society, community and education Structures and Functions of community and schools in Pakistan Impact of education on Society Role of education in strengthening Pakistani communities	Week 1 and 2
2	Understanding Social Interaction in Schools and Communities Meaning of Social Interaction and socialization Levels of social interaction Elements of social interaction Social attitudes and values Types of social Interaction Meaning/types of social Groups Individual / group behavior Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities.	Week 3 and 4
3	School and Culture	Week 5 and 6

Main characteristics of culture
Elementary concepts of culture
Cultural diversity
Culture and cultural elements of Pakistani communities
Role of education and school in protection and transmission
of culture
Impact of media on school and culture
Impact of technology on school and culture

4

Relationships between School and Community

School as a social, cultural and Community Institution

Effects of school on communities

Week 7 and 8

Effects of communities on school

School as a hub for community services

A critical analysis of effective role of school and teachers in

Pakistani communities

Review of Unit 4

Mid Term

Week 9

5

Social Institutions

Definition and Types of social institutions

Week 10 and 11

The family

Educational

Institutions

Religious institutions

Critical analysis of the role of Social Institutions in Pakistani
school.

6 **Teacher’s Role in School and Community** Week 12
Teacher as an integral part of community
Teacher as a change agent in
Community

School
Teacher as role models through their participation in
community activities
Effects of teachers and schools on individual and group
behaviour

7 **Working Context of Pakistani Teacher** Week 13
Teacher as a social activist
Teacher’s leadership roles within and outside schools.
Teacher’s role in establishing linkage among stakeholders.
Review of Unit 7

Practical Experience Week 14 15

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

Presentations Week 16

Final Term

References:

Marshall, L & Rowland, F. (2006).A guide to learning independently, 4th edn, Pearson Longman, French Forest, NSW.

Kotley, S.B, (2008). The Basics of Sociology, Greenwood Press: USA

Bashiruddin, A. & Retallick, J, (eds), (2009). *Becoming Teacher Educators*, Aga Khan University-Institute of Educational Development: Karachi Hafeez, S, Pakistani Society,

In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:

Abdalla, M.J. & Qureshi, R. (2009). *Teacher leadership for school-based professional development: A case study*. In Qureshi, R. & Shamim, F. (eds) *Schools and schooling practices in Pakistan: Lessons for Policy and Practice*, Oxford University Press: Pakistan

Books:

1. "Community Organizing for Stronger Schools: Strategies and Successes" by Susan L. Moffitt and Stefanie R. Weiss
2. "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" by Zaretta Hammond
3. "The Principal's Guide to School-Community Relations" by Edward H. Moore and Arnold B. Danzig

Websites:

1. National Association for Family, School, and Community Engagement (NAFSCE): <https://www.nafce.org/>
2. Teaching Tolerance: <https://www.tolerance.org/>
3. Edutopia - Community Partnerships in Education: <https://www.edutopia.org/topic/community-partnership>

http://www.nccrest.org/Briefs/Diversity_Brief.pdf

http://www.nccrest.org/Briefs/Diversity_Brief.pdf

<http://zjeddy.wordpress.com/2010/07/28/electronic-media-in-pakistan-by-azam-khan/>, accessed on 23 July 2012.

TITLE OF COURSE: CONTENT COURSE I
(Biology/ Social Studies)
Course Code: UBED-356
Credit Hrs. 03

(Biology)

Course Description:

The Introduction to Biology course provides students with a foundational understanding of the principles and concepts of biology. Through lectures, laboratory work, and interactive activities, students will explore the diversity of life, cellular structure and function, genetics, evolution, ecology, and the scientific method.

Learning objectives

1. To introduce students to the fundamental concepts and terminology of biology.
2. To explore the organization and diversity of living organisms.
3. To understand the structure and function of cells and biological molecules.
4. To investigate principles of genetics and inheritance.
5. To examine mechanisms of evolution and the unity of life.
6. To explore ecological principles and the interactions of organisms with their environment.
7. To develop critical thinking and scientific inquiry skills.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate

- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Module 1: Introduction to Biology

- Definition of biology and its importance

- Historical development of biology
- Branches of biology and interdisciplinary connections
- The scientific method and experimental design

Module 2: The Chemistry of Life

- Atoms, molecules, and chemical bonds
- Properties of water and its importance to life
- Biological macromolecules: carbohydrates, lipids, proteins, and nucleic acids
- Enzymes and their role in catalyzing biochemical reactions

Module 3: Cellular Structure and Function

- The cell theory and cell structure
- Cell organelles and their functions
- Cellular processes: metabolism, respiration, and photosynthesis
- Cell division: mitosis and meiosis

Module 4: Genetics and Inheritance

- Mendelian genetics: laws of inheritance, Punnett squares, and genetic crosses
- Chromosomal basis of inheritance
- DNA structure and replication
- Gene expression and protein synthesis

Module 5: Evolution and Diversity of Life

- Principles of evolution: natural selection, adaptation, and speciation
- Evidence for evolution: fossil record, comparative anatomy, molecular biology
- Mechanisms of evolution: genetic drift, gene flow, and mutation
- Classification and taxonomy: the tree of life and biological diversity

Module 6: Ecology

- Ecosystem structure and dynamics
- Energy flow and nutrient cycling
- Population ecology: population growth, density-dependent and density-independent factors
- Community ecology: interspecific interactions, competition, predation, and symbiosis

Module 7: Human Biology and Health

- Human anatomy and physiology
- Homeostasis and feedback mechanisms
- Diseases and disorders: causes, prevention, and treatment
- Public health and epidemiology

Module 8: Applications of Biology

- Biotechnology and genetic engineering
- Conservation biology and biodiversity
- Ethical considerations in biology research and applications
- Career paths in biology-related fields

Module 9: Laboratory Work

- Hands-on experiments to reinforce theoretical concepts
- Safety protocols and laboratory techniques
- Data collection, analysis, and interpretation
- Laboratory reports and scientific communication

References:

1. Campbell, N. A., Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Jackson, R. B. (2018). *Biology*. Pearson.
2. Freeman, S., Quillin, K., Allison, L. A., Black, M., Podgorski, G., Taylor, E., & Carmichael, J. (2017). *Biological Science*. Pearson.
3. Starr, C., Evers, C. A., & Starr, L. (2016). *Biology: The Unity and Diversity of Life*. Cengage Learning.
4. Sadava, D., Hillis, D. M., Heller, H. C., & Hacker, S. D. (2013). *Life: The Science of Biology*. Macmillan.
5. Mader, S. S., & Windelspecht, M. (2018). *Biology*. McGraw-Hill Education.

TITLE OF COURSE: CONTENT COURSE I
(Biology/ Social Studies)
Course Code: UBED-355
Credit Hrs. 03

(Social Studies)

Course Description:

Social Studies course introduces students to fundamental concepts and principles within the field of social studies. Through exploration and analysis, students will develop a foundational understanding of key topics such as history, geography, civics, economics, and culture. The course aims to foster critical thinking skills, global awareness, and civic engagement among students, providing them with the knowledge and tools necessary to navigate the complexities of contemporary society.

Learning objectives:

1. Define and explain the core concepts of social studies.
2. Understand the interconnectedness of various social science disciplines.
3. Analyze historical events and their impact on present-day society.
4. Examine geographic factors influencing human behavior and societal development.
5. Explore the principles of citizenship and democratic governance.
6. Investigate economic systems and their effects on individuals and communities.
7. Appreciate the diversity of cultures and their contributions to society.
8. Develop critical thinking skills through the examination of primary and secondary sources.
9. Apply social studies concepts to real-world issues and challenges.
10. Engage in collaborative learning and respectful discourse with peers.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions

- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered

effective strategies.

Course Contents:

Week 1: Introduction to Social Studies

- Definition and scope of social studies
- Importance of social studies education
- Overview of key concepts and disciplines

Week 2: History

- Understanding the past
- Historical sources and interpretation
- Chronology and historical periods

Week 3: Geography

- Basic principles of geography
- Physical and human geography
- Geographic tools and technologies

Week 4: Civics

- Citizenship and civic responsibilities
- Democratic principles and values
- Levels of government and civic engagement

Week 5: Economics

- Basic economic concepts (e.g., supply and demand, scarcity)
- Types of economic systems
- Personal finance and economic decision-making

Week 6: Culture

- Definition of culture
- Cultural diversity and cultural diffusion
- Cultural expressions and traditions

Week 7: Social Institutions

- Overview of social institutions (e.g., family, education, religion)
- Functions and roles of social institutions
- Interactions between social institutions

Week 8: Global Perspectives

- Globalization and interconnectedness
- Global issues and challenges (e.g., climate change, human rights)
- Global citizenship and cross-cultural understanding

Week 9: Applying Social Studies Concepts

- Analyzing primary and secondary sources
- Examining case studies and historical events
- Discussing current events and societal issues

Week 10: Critical Thinking in Social Studies

- Developing critical thinking skills
- Evaluating evidence and arguments
- Constructing reasoned arguments

Week 11: Project-Based Learning

- Collaborative projects on social studies topics
- Research, presentation, and peer feedback
- Integration of multiple social studies concepts

Week 12: Reflection and Application

- Reflecting on learning experiences and personal growth
- Applying social studies concepts to real-life situations
- Planning for continued engagement with social studies content

References:

1. National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. National Council for the Social Studies.
2. Banks, J. A., & Banks, C. A. M. (2019). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.
3. Passe, J., McNeese, M. N., & Rohonyi, R. E. (Eds.). (2013). *Social Studies Today: Research and Practice*. Routledge.
4. Grant, S. G., & Lee, J. A. (Eds.). (2014). *Teaching for Social Justice: A Democracy and Education Reader*. Teachers College Press.
5. Kozoll, C. (2018). *Citizenship Education in the United States: A Historical Perspective*. Routledge.

TITLE OF COURSE: COMPARATIVE EDUCATION
Course Code: UBED-361
Credit Hrs. 03

Course Description:

Comparative Education is a field that examines educational systems, policies, practices, and outcomes across different countries and regions. This course provides students with a comprehensive understanding of the similarities and differences in educational systems worldwide, with a focus on historical, cultural, political, and socioeconomic contexts. Through comparative analysis, students gain insights into the challenges and opportunities facing education globally and develop critical thinking skills to evaluate and adapt educational practices in diverse contexts.

Learning objectives:

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

- To explore the historical development of education systems across different countries.
- To analyze the cultural, political, and socioeconomic factors influencing educational policies and practices.
- To examine educational inequalities and disparities within and between countries.
- To understand the role of globalization and international organizations in shaping education agendas.
- To evaluate the effectiveness of educational reforms and innovations through comparative analysis.

To develop cross-cultural competence and sensitivity in addressing educational challenges and promoting educational equity

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly

- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Unit 01: Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods & Comparative Education

Unit 02: Elements of Comparative Education (Both qualitative and quantitative dimensions)

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03: Comparative View of Systems of Education in Pakistan

- 3.1 Private and public
- 3.2 Madrasah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04: Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05: Comparative Education in Developing Countries

- 5.1 India

- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

Unit 06: Global Issues in Comparative Perspective (focusing developing countries)

- 6.1. Quality education
- 6.2. Education For All
- 6.3. Recruitment of teachers at elementary and secondary levels
- 6.4. Admission procedure at higher education level.

References:

1. Altbach, P. G., & Kelly, S. J. (Eds.). (2017). *Comparative Education: Exploring Issues in International Context*. Routledge.
2. Coulby, D., & Jones, C. (Eds.). (2000). *World Yearbook of Education: Education, Globalization and the Nation State*. RoutledgeFalmer.
3. Arnove, R. F., & Torres, C. A. (Eds.). (2014). *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield Publishers.
4. Baker, D. P., & Wiseman, A. W. (Eds.). (2019). *The Worldwide Transformation of Higher Education*. Emerald Publishing Limited.
5. Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative Education Research: Approaches and Methods*. Springer.
6. Crossley, M., & Watson, K. (Eds.). (2003). *Comparative and International Research In Education: Globalisation, Context and Difference*. RoutledgeFalmer.
7. Phillips, D., & Schweisfurth, M. (Eds.). (2014). *Comparative and International Education: An Introduction to Theory, Method, and Practice*. A&C Black.
8. Sadler, D. R. (2009). *Indeterminacy in the Use of Grading Criteria*. *Assessment & Evaluation in Higher Education*, 34(2), 159-179.

Web Sources:

1. UNESCO Institute for Statistics (UIS): Provides data and reports on education systems worldwide. [Website](#)
2. Organisation for Economic Co-operation and Development (OECD): Offers reports and analysis on education policies and practices across member countries. [Website](#)

3. World Bank Education: Provides research, publications, and data on global education trends and challenges. [Website](#)
4. Comparative Education Review: Academic journal publishing research articles and reviews on comparative education. Website
5. International Journal of Comparative Education and Development: Peer-reviewed journal focusing on comparative education research and practice. Website
6. Global Education Digest: Annual publication by UNESCO providing statistical data on education worldwide. [Website](#)
7. Education Week: Online platform offering news, analysis, and resources on education policies and practices globally. [Website](#)
8. Comparative Education Society: Professional organization promoting research and collaboration in comparative education. [Website](#)

TITLE OF COURSE: INTRODUCTION TO GUIDANCE AND COUNSELLING

Course Code: UBED-362

Credit Hrs. 03

Course Description:

Introduction to Guidance and Counselling is a foundational course that provides students with an overview of the theories, principles, and practices of guidance and counselling in educational and community settings. Through this course, students will explore various aspects of human development, communication skills, counselling techniques, and ethical considerations essential for effective counselling practice.

Learning Objectives:

- To introduce students to the historical development and theoretical foundations of guidance and counselling.
- To explore the role and functions of guidance counselors in educational and community settings.
- To develop basic counselling skills, including active listening, empathy, and rapport building.
- To examine ethical and legal issues in counselling practice.
- To understand the diversity of clients and apply culturally competent counselling approaches.
- To promote self-awareness and self-reflection as essential components of the counselling process.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

1. Introduction to Guidance and Counselling

- Definition and scope of guidance and counselling.

- Historical development and evolution of guidance and counselling services.
- Overview of the role and functions of guidance counselors.

2. Theoretical Foundations of Counselling

- Exploration of major counselling theories, including psychoanalytic, humanistic, cognitive-behavioral, and multicultural approaches.
- Application of counselling theories to understanding human behavior and development.

3. Human Development and Life Transitions

- Examination of human development across the lifespan.
- Understanding life transitions and developmental challenges at different stages of life.
- Implications for counselling practice in addressing developmental needs and transitions.

4. Counselling Skills and Techniques

- Development of basic counselling skills, such as active listening, empathy, and nonverbal communication.
- Introduction to counselling techniques, including paraphrasing, reflection, and summarization.
- Role-playing exercises and skill-building activities.

5. Ethical and Legal Issues in Counselling

- Discussion on ethical principles and codes of conduct in counselling practice.
- Exploration of confidentiality, informed consent, and boundaries in the counselling relationship.
- Consideration of legal mandates and professional standards in counselling practice.

6. Cultural Competence in Counselling

- Understanding cultural diversity and its impact on counselling relationships.

- Exploration of cultural values, beliefs, and communication styles.
- Strategies for promoting cultural competence and addressing cultural differences in counselling.

7. Special Populations in Counselling

- Examination of counselling issues specific to diverse populations, including children, adolescents, adults, and older adults.
- Consideration of gender, sexual orientation, disability, and socio-economic factors in counselling practice.
- Case studies and discussions on working with special populations.

8. Self-Awareness and Professional Development

- Importance of self-awareness and self-reflection in the counselling process.
- Exploration of personal values, biases, and beliefs that may impact counselling practice.
- Strategies for ongoing professional development and self-care for counselors.

Course Evaluation:

- Class participation and engagement in discussions and activities.
- Written assignments, including reflection papers, case studies, and counselling session analyses.
- Skill demonstrations and role-play assessments.
- Midterm and final exams assessing understanding of course content and counselling principles.

References:

- Corey, G. (2016). *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning.
- Gladding, S. T. (2017). *Counselling: A Comprehensive Profession*. Pearson.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society*. Cengage Learning.

- Neukrug, E. S., & Schwitzer, A. M. (2015). *Essentials of Testing and Assessment: A Practical Guide for Counselors, Social Workers, and Psychologists*. Cengage Learning

https://books.google.com.pk/books?id=lzdpDwAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0

https://books.google.com.pk/books?id=pKD1ncw2JbcC&source=gbs_similarbooks

COURSE TITLE: CONTEMPORARY ISSUES AND TRENDS IN EDUCATION
Course Code: UBED-363
Credit Hrs. 03

Course Description:

Teachers play a pivotal role in the education development. They are seen as reflective practitioners, researchers, and change agents. Besides a strong repertoire of content and pedagogical knowledge, skills, and expertise, they also need to be aware of the contemporary (local, national, regional, and global) issues and trends in education. Issues such as rapidly growing population, HIV/AIDS, gender equity and equality, sustainable development, universal primary education, and access to quality higher education are some of the key issues and concerns. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among prospective teachers and educational leaders.

Learning objectives:

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

- identify and discuss the barriers to the achievement of universal literacy and the processes to achieve the goals;
- be aware of the benefits and drawbacks of the information explosion;
- explore the gaps between Madrasah and mainstream education and identify policy (government) responses for bridging the gaps;
- explore and discuss the nature of gender difference in education in Pakistan and its consequences;
- analyse the relationship between the national curriculum structure and the career opportunities;
- explore key contextual and global environmental issues and come up with relevant awareness procedures through schools; and
- Discuss the consequences of the nature and processes of privatization of education in the country.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions

- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered

effective strategies.

Course Contents

Units	Course Content	Weeks
1	Introduction to Contemporary Issues in Education 1.1 Defining contemporary education Emerging Trends 1.2 Personalized learning approaches 1.3 Project-based and experiential learning 1.4 Alternative education models	Week one
2	Socio-Cultural Factors in Education 2.1 Socio-economic status and academic achievement 2.2 Family dynamics and educational outcomes 2.3 Impact of cultural beliefs and values on learning 2.4	Week Two and Three
3	Policy Reforms in Education 3.1 Government policies and their impact on education 3.2 Education funding and resource allocation 3.3 Standardized testing and accountability measures 3.4	Week Four and Five
4	Gender Disparity 4.1 Concept of gender equality 4.2 Factors affecting status and role of women 4.3 Steps towards reducing gender disparity	Week Six and Seven

Midterm Examination

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, mosques and community in population education 5.5 Steps towards population planning and welfare	Week Eight and Nine
6	Environmental Awareness 6.1 Types of pollution 6.2 Causes of pollution 6.3 Environmental education	Week ten and Eleven
7	Privatization of Education 7.1 Government resources and multiple trends 7.2 Need of private sector education 7.3 Challenges of quality education	Week Twelve and Thirteen
8	Technology in Education 8.1 Integration of technology in classrooms 8.2 Online learning platforms and virtual classrooms 8.3 Digital literacy and equity concerns	Week Fourteen
9	Globalization and Education 9.1 Internationalization of education 9.2 Cross-cultural exchange and collaboration 9.3 Challenges and opportunities of global education	Week Fifteen
10	Future Directions and Challenges <ul style="list-style-type: none">• Predictions for the future of education	Week Sixteen

- Addressing emerging challenges
- Innovations and solutions in education

Final Examination

References:

1. Fullan, M. (2016). *The new meaning of educational change*. Routledge.
2. Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
3. Darling-Hammond, L. (Ed.). (2015). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons.
4. Zhao, Y. (2016). *Reach for greatness: Personalizable education for all children*. Corwin Press.
5. Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need--and what we can do about it*. Basic Books.
6. Sahlberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press.
7. Tuck, E., & Yang, K. W. (2018). *Toward what justice? Describing diverse dreams of justice in education*. Taylor & Francis.
8. Giroux, H. A. (2014). *Neoliberalism's war on higher education*. Haymarket Books.
9. Cuban, L. (2013). *Inside the black box of classroom practice: Change without reform in American education*. Harvard Education Press.
10. Apple, M. W. (2014). *Can education change society?* Routledge.

Web Sources:

1. Education Week: Offers news, analysis, and commentary on current issues and trends in education. [Website](#)

2. The Chronicle of Higher Education: Provides articles, opinion pieces, and reports on higher education topics and trends. [Website](#)
3. Edutopia: Features articles, videos, and resources on innovative teaching practices and educational trends. [Website](#)
4. National Education Association (NEA): Offers research reports, articles, and resources on education policy and advocacy. [Website](#)
5. Association for Supervision and Curriculum Development (ASCD): Provides articles, publications, and webinars on educational leadership and curriculum development. [Website](#)
6. Pew Research Center: Conducts surveys and research on public opinion and trends shaping education and society. [Website](#)
7. OECD Education: Offers reports, data, and analysis on international education trends and policy developments. [Website](#)
8. UNESCO Education: Provides information, publications, and data on global education initiatives and challenges. [Website](#)
9. The Hechinger Report: Produces in-depth journalism on education issues and innovations in the United States. [Website](#)
10. Education Commission of the States (ECS): Offers policy analysis, reports, and resources on education issues at the state and national levels. [Website](#)

COURSE OUTLINE: EARLY CHILDHOOD EDUCATION

Course Code: UBED-364

Credit Hours: 03

Course Description:

Early Childhood Education (ECE) focuses on the development and education of children from birth to age eight. This course is designed to provide students with an understanding of the fundamental theories, practices, and issues in early childhood education. Students will explore child development, learning environments, curriculum planning, family and community involvement, and effective teaching strategies. Emphasis will be placed on creating inclusive and supportive educational settings that foster the holistic development of young children.

Learning Objectives:

- Understand the principles and theories of early childhood education.
- Analyze the stages of child development and their implications for education.
- Develop skills in planning and implementing developmentally appropriate curricula.
- Explore strategies for creating inclusive and engaging learning environments.
- Recognize the importance of family and community involvement in early childhood education.
- Evaluate various assessment methods and tools used in early childhood settings.
- Develop reflective practices to improve teaching effectiveness and professional growth.

Course Requirements and Expectations:

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures:

Both formative and summative approaches will be used for assessing students’ learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance:

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

1. Introduction to Early Childhood Education

- Definition and scope of early childhood education.
- Historical perspectives and evolution of early childhood education.
- Importance of early childhood education for lifelong learning.

2. Child Development Theories and Principles

- Overview of major child development theories (Piaget, Vygotsky, Erikson, etc.).
- Physical, cognitive, social, and emotional development in early childhood.
- Application of developmental principles in early childhood education.

3. Learning Environments

- Creating safe, healthy, and stimulating learning environments.
- Classroom design and organization.
- Role of play in early childhood education.

4. Curriculum Planning and Implementation

- Principles of developmentally appropriate practice (DAP).
- Curriculum models and approaches (Montessori, Reggio Emilia, HighScope, etc.).
- Planning and organizing learning experiences and activities.

5. Inclusive Education:

- Understanding diversity and inclusion in early childhood settings.
- Strategies for supporting children with special needs.
- Culturally responsive teaching practices.

6. Family and Community Involvement

- Importance of family engagement in early childhood education.
- Building partnerships with families and communities.
- Communication strategies and family support services.

7. Assessment and Evaluation

- Types and purposes of assessment in early childhood education.
- Observation and documentation techniques.
- Using assessment data to inform instruction and support children's development.

8. Professional Development and Reflective Practice

- Role of reflective practice in professional growth.
- Ethical considerations and professional standards.
- Strategies for continuous improvement and lifelong learning.

Course Evaluation:

- Written Assignments: Child development analysis, curriculum plans, reflective journals.
 - Practical Assignments: Classroom observations, learning environment designs, activity planning.
 - Presentations: Group presentations on curriculum models, case studies of inclusive practices.
 - Participation: Active participation in class discussions, workshops, and activities.
 - Exams: Midterm and final examinations assessing theoretical and practical knowledge.
-

References:

- Bredekamp, S. (2014). *Effective Practices in Early Childhood Education: Building a Foundation*. Pearson.
 - Gonzalez-Mena, J. (2016). *Child, Family, and Community: Family-Centered Early Care and Education*. Pearson.
 - Copple, C., & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. NAEYC.
 - Feeney, S., Moravcik, E., Nolte, S., & Christensen, D. (2013). *Who Am I in the Lives of Children? An Introduction to Early Childhood Education*. Pearson.
 - Essa, E. L. (2019). *Introduction to Early Childhood Education*. Cengage Learning.
-

Web Sources:

1. National Association for the Education of Young Children (NAEYC): Provides resources, publications, and professional development opportunities for early childhood educators. [NAEYC Website](#)
2. Early Childhood Learning and Knowledge Center (ECLKC): Offers resources and information on early childhood education, including Head Start programs. ECLKC Website
3. Zero to Three: Focuses on the health and development of infants and toddlers, providing research-based resources and policy recommendations. [Zero to Three Website](#)
4. Child Development Institute: Offers articles, tips, and resources on child development and parenting. [Child Development Institute Website](#)
5. Center on the Developing Child at Harvard University: Provides research and resources on early childhood development and education. [Center on the Developing Child Website](#)
6. Edutopia Early Childhood Education: Features articles, videos, and resources on best practices in early childhood education. Edutopia ECE Website

7. National Institute for Early Education Research (NIEER): Conducts and disseminates research to inform early childhood education policy. [NIEER Website](#)
8. The Hanen Centre: Offers resources and training for early childhood educators to support language and social development. The Hanen Centre Website

COURSE TITLE: CONTENT COURSE II
(Chemistry/ History)
Course Code: UBED-365
Credit Hrs. 03

(Chemistry)

Course Description:

The Introduction to Chemistry course provides students with a foundational understanding of the basic principles and concepts of chemistry. Through lectures, laboratory work, and interactive activities, students will explore the structure of matter, chemical reactions, and the role of chemistry in everyday life.

Learning objectives

1. To introduce students to the fundamental concepts and terminology of chemistry.
2. To explore the structure of atoms and molecules.
3. To understand the principles of chemical reactions and stoichiometry.
4. To investigate the properties of matter and the behavior of gases, liquids, and solids.
5. To examine the role of chemistry in various scientific disciplines and everyday life.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Module 1: Introduction to Chemistry

- Definition of chemistry and its importance
- Historical development of chemistry
- Branches of chemistry and interdisciplinary connections
- Basic laboratory safety and procedures

Module 2: Atomic Structure

- Structure of the atom: subatomic particles, atomic number, and mass number
- Electron configuration and periodic trends
- Chemical bonding: ionic, covalent, and metallic bonds
- Lewis structures and molecular geometry

Module 3: Chemical Reactions

- Types of chemical reactions: synthesis, decomposition, single replacement, double replacement, and combustion
- Balancing chemical equations
- Stoichiometry: mole concept, mass-mole conversions, and stoichiometric calculations
- Limiting reactants and percent yield

Module 4: States of Matter

- Properties of gases: gas laws, ideal gas equation, and real gases
- Properties of liquids and solids: intermolecular forces, phase changes, and phase diagrams

- Solutions and solubility: concentration units, colligative properties, and molarity calculations

Module 5: Thermochemistry

- Heat and temperature
- Enthalpy and heat transfer in chemical reactions
- Hess's law and calorimetric
- Spontaneity and entropy

Module 6: Acids and Bases

- Properties of acids and bases
- pH scale and acid-base equilibrium
- Acid-base titrations and indicators
- Buffers and their importance in biological systems

Module 7: Introduction to Organic Chemistry

- Structure and bonding in organic compounds
- Functional groups and their properties
- Isomerism and nomenclature of organic compounds
- Introduction to organic reaction mechanisms

Module 8: Applications of Chemistry

- Chemistry in everyday life: household products, food, and medicine
- Environmental chemistry and sustainability
- Chemistry in industry and technology
- Career paths in chemistry-related fields

Module 9: Laboratory Work

- Hands-on experiments to reinforce theoretical concepts
- Safety protocols and laboratory techniques

- Data collection, analysis, and interpretation
- Laboratory reports and scientific communication

References:

1. Tro, N. J. (2017). *Chemistry: A Molecular Approach*. Pearson.
2. Silberberg, M. S. (2016). *Chemistry: The Molecular Nature of Matter and Change*. McGraw-Hill Education.
3. McMurry, J., Fay, R. C., & Robinson, J. K. (2015). *Chemistry*. Pearson.
4. Brown, T. L., LeMay, H. E., Bursten, B. E., Murphy, C., & Woodward, P. (2019). *Chemistry: The Central Science*. Pearson.
5. Chang, R. (2016). *Chemistry*. McGraw-Hill Education.

COURSE TITLE: CONTENT COURSE II
(Chemistry/ History)
Course Code: UBED-365
Credit Hrs: 03

(History)

Course Description:

The History course offers a comprehensive exploration of significant events, movements, and developments that have shaped human societies over time. Students will delve into key historical periods, analyze primary and secondary sources, and engage in critical inquiry to deepen their understanding of the past. Through studying history, students will develop essential analytical skills, cultural awareness, and an appreciation for the complexities of human experiences.

Learning objectives:

1. Understand the importance of studying history and its relevance to contemporary society.
2. Analyze historical events, movements, and figures within their social, cultural, and political contexts.
3. Develop critical thinking skills through the evaluation and interpretation of primary and secondary sources.
4. Explore diverse perspectives and interpretations of historical events.
5. Identify patterns and connections across different historical periods and civilizations.
6. Examine the causes and consequences of major historical events and developments.
7. Enhance research skills and historical literacy through independent inquiry and investigation.
8. Communicate historical knowledge and analysis effectively through writing and discussion.
9. Appreciate the role of history in fostering empathy, tolerance, and global citizenship.
10. Reflect on personal connections to historical narratives and themes.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes

- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative

learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to History

- Definition and significance of history
- Historical thinking skills
- Overview of historical periods and themes

Week 2: Ancient Civilizations

- Mesopotamia, Egypt, and the Indus Valley
- Ancient Greece and Rome
- Contributions to civilization and enduring legacies

Week 3: Medieval Europe

- Feudalism and the manor system
- The Crusades and religious conflict
- Renaissance and the Age of Exploration

Week 4: Early Modern Period

- Reformation and religious upheaval
- Scientific Revolution and Enlightenment
- Age of Absolutism and Constitutionalism

Week 5: Age of Revolutions

- American Revolution and the birth of a nation
- French Revolution and its impact on Europe

- Latin American independence movements

Week 6: Industrialization and Imperialism

- Industrial Revolution and its social and economic effects
- European imperialism in Africa, Asia, and the Americas
- Responses to imperialism and nationalist movements

Week 7: World Wars and Global Conflict

- Causes and consequences of World War I
- Rise of totalitarian regimes and the interwar period
- World War II and its aftermath

Week 8: Cold War Era

- Origins and ideologies of the Cold War
- Arms race and nuclear diplomacy
- Decolonization and the emergence of new nation-states

Week 9: Postwar Globalization

- Economic globalization and interconnectedness
- Social and cultural changes in the postwar period
- Environmental challenges and sustainability

Week 10: Contemporary Issues and Challenges

- Human rights movements and social justice
- Global terrorism and security concerns
- Technological advancements and their impact on society

Week 11: Historiography and Historical Interpretation

- Approaches to studying history
- Historiographical debates and interpretations

- Critically evaluating historical sources

Week 12: Reflection and Synthesis

- Reflecting on key themes and concepts covered in the course
- Synthesizing learning experiences through discussion and writing
- Applying historical knowledge to current events and personal contexts

References:

1. Bentley, J. H., Ziegler, H. F., & Streets-Salter, H. (2017). *Traditions & Encounters: A Brief Global History*. McGraw-Hill Education.
2. Davidson, J. W., & Lytle, M. H. (2017). *After the Fact: The Art of Historical Detection*. McGraw-Hill Education.
3. Foner, E. (2019). *Give Me Liberty!: An American History*. W.W. Norton & Company.
4. Keene, J., Cornell, S., & O'Donnell, E. T. (2016). *Visions of America: A History of the United States*. Pearson.
5. Schultz, K. M., & Tishler, N. A. (2018). *Histology: A Text and Atlas*. Wolters Kluwer.

(Note: This course outline is customizable and may vary depending on the institution, instructor preferences, and specific learning objectives.)

COURSE TITLE: CONTENT COURSE III
(Physics/ Geography)
Course Code: UBED-366
Credit Hrs. 03

(Physics)

Course Description:

The Physics course is designed to introduce students to the fundamental principles and concepts of physics. Through lectures, demonstrations, and laboratory work, students will explore various topics in mechanics, electricity and magnetism, thermodynamics, waves, optics, and modern physics.

Learning objectives:

To develop a foundational understanding of the principles and laws governing the physical world.

To apply mathematical and analytical skills to solve problems in physics.

To cultivate critical thinking and scientific inquiry skills.

To foster an appreciation for the interdisciplinary nature of physics and its applications in everyday life.

To prepare students for further studies in physics or related fields.

Course Contents:

Module 1: Mechanics

Kinematics: motion in one and two dimensions

Newton's laws of motion

Work, energy, and power

Momentum and collisions

Rotational motion and angular momentum

Module 2: Electricity and Magnetism

Electric charge and electric field

Gauss's law and electric potential

Electric current and circuits

Magnetic fields and forces

Electromagnetic induction and electromagnetic waves

Module 3: Thermodynamics

Temperature, heat, and the laws of thermodynamics

Thermal properties of matter

Heat engines and refrigerators

Kinetic theory of gases

Thermodynamic processes and entropy

Module 4: Waves and Optics

Wave properties: amplitude, frequency, wavelength

Superposition and interference of waves

Reflection, refraction, and dispersion of light

Geometric optics: mirrors and lenses

Wave optics: diffraction and polarization

Module 5: Modern Physics

Special theory of relativity

Quantum mechanics and wave-particle duality

Atomic and nuclear physics

Particle physics and the standard model

Cosmology and the structure of the universe

Module 6: Laboratory Work

Hands-on experiments to reinforce theoretical concepts

Data collection, analysis, and interpretation

Development of experimental skills and techniques

Laboratory reports and scientific communication

Module 7: Applications of Physics

Physics in technology and engineering

Medical physics and biomedical applications

Environmental physics and sustainability

Astrophysics and space exploration

Career paths in physics-related fields

Module 8: Computational Physics

Introduction to numerical methods and simulations

Computational modeling of physical systems

Applications of computational techniques in physics research

Coding and programming skills development

Module 9: Contemporary Issues in Physics

Ethical considerations in physics research and applications

Societal impacts of physics advancements

Physics education and outreach initiatives

Current trends and developments in physics research

References:

Serway, R. A., Jewett, J. W., & Wilson, J. N. (2018). *Physics for Scientists and Engineers with Modern Physics*. Cengage Learning.

Halliday, D., Resnick, R., & Walker, J. (2014). *Fundamentals of Physics*. John Wiley & Sons.

Young, H. D., & Freedman, R. A. (2012). *University Physics with Modern Physics*. Pearson Education.

Griffiths, D. J. (2017). *Introduction to Electrodynamics*. Cambridge University Press.

COURSE TITLE: CONTENT COURSE III
(Physics/ Geography)
Course Code: UBED-366
Credit Hrs. 03

(Geography)

Course Description:

The Geography: Exploring Our World course offers a comprehensive exploration of the Earth's physical and human landscapes. Through the lens of geography, students will delve into the intricate connections between natural environments, human societies, and cultural phenomena. This course will foster spatial awareness, critical thinking, and a global perspective as students navigate through diverse geographical regions and examine the complexities of our planet.

Learning objectives:

1. Understand the fundamental principles and concepts of geography.
2. Explore the Earth's physical features, including landforms, climate patterns, and natural resources.
3. Investigate human-environment interactions and their impact on landscapes and ecosystems.
4. Examine the cultural diversity of societies around the world and the ways in which geography shapes human behavior and identities.
5. Analyze geopolitical issues, including borders, conflicts, and international relations.
6. Develop spatial thinking skills through map reading, interpretation, and spatial analysis.
7. Appreciate the interconnectedness of global systems and processes, such as migration, trade, and environmental change.
8. Utilize geographic tools and technologies to gather, analyze, and present spatial data.
9. Engage in fieldwork and geographical inquiry to deepen understanding of real-world phenomena.
10. Cultivate a sense of environmental stewardship and global citizenship.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Geography

- Definition and scope of geography
- Branches of geography: physical, human, and environmental geography
- Importance of geography in understanding the world

Week 2: Earth's Physical Systems

- Earth's structure and composition
- Plate tectonics and landforms
- Climate zones and weather patterns

Week 3: Geographical Regions

- Continents and oceans
- Major physical features: mountains, rivers, deserts
- Biomes and ecosystems

Week 4: Human Population and Migration

- Population distribution and density
- Patterns of migration and urbanization
- Impacts of population growth on the environment

Week 5: Cultural Geography

- Cultural diversity and identity

- Language, religion, and ethnicity
- Cultural landscapes and heritage sites

Week 6: Economic Geography

- Economic activities: agriculture, industry, services
- Globalization and trade networks
- Resource distribution and management

Week 7: Political Geography

- States and sovereignty
- Borders, boundaries, and territorial disputes
- Geopolitical issues and conflicts

Week 8: Environmental Geography

- Human impacts on the environment
- Conservation and sustainable development
- Climate change and environmental challenges

Week 9: Geographic Information Systems (GIS)

- Introduction to GIS technology
- Data collection and spatial analysis
- Applications of GIS in geography and beyond

Week 10: Mapping and Cartography

- Types of maps and projections
- Map reading and interpretation
- Creating maps using digital tools

Week 11: Fieldwork and Geographical Inquiry

- Conducting fieldwork and observational studies
- Geographic research methods
- Presenting findings and conclusions

Week 12: Contemporary Issues in Geography

- Case studies of global issues (e.g., migration, urbanization, environmental degradation)
- Solutions and responses to geographical challenges
- Reflection and synthesis of course content

References:

1. de Blij, H. J., & Muller, P. O. (2010). *Physical Geography: The Global Environment*. John Wiley & Sons.
2. Knox, P. L., & Marston, S. A. (2016). *Human Geography: Places and Regions in Global Context*. Pearson.
3. Marsh, W. M., & Grossa, D. M. (2017). *Physical Geography: Great Systems and Global Environments*. Cambridge University Press.
4. Pacione, M. (2013). *Urban Geography: A Global Perspective*. Routledge.
5. Dahlman, C. T., & Renwick, W. H. (2011). *Introduction to Geography*. Cengage Learning.

TITLE OF COURSE: RESEARCH METHODS IN EDUCATION

Course Code: UBED-471

Credit Hrs. 03

Course Description

Research has become an essential part of education. Institutions that provide research-based education are increasingly recognized as more authentic than those that do not do so. Educational research is a systematic process of inquiry and exploration of issues and problems in the field of education, with an aim to find possible solutions. Educational research has a wide scope, ranging from the philosophical, sociological, economic, and political foundations of education to its application on the classroom level. Educational research, therefore, covers all issues related to students, teachers, the processes of teaching and learning, and their outcomes.

The course Research Methods in Education, with an emphasis on practitioner research, revolves around the central idea of developing teachers as thinking/reflective practitioners. The aim is to make classroom teachers more independent in and more responsible for the development, dissemination, and evaluation of curriculum. This course aims to provide learners with essential knowledge for classroom inquiry and improvement of practice with the inclusion of action research. Many research studies have found that participating in action research is the impetus for positive change, as exemplified by teacher improvement, self-reflection, and overall learning that enhances classroom practices.

In short, the course is designed to orient learners to the concept and methods of research in education. In particular, the course focuses on action research, and it aims to equip Student Teachers with the necessary skills to plan and conduct action research in an educational setting. Action research is a form of research that can be used to improve professional practices in the classroom. It can help in both personal development and institutional improvement. This course will also help Student Teachers to write research proposals and research reports and to create presentations to discuss their work.

Learning objectives:

By the end of the course, the students will be able to

- describe the concept of educational research;
- identify different models and approaches of educational research;
- identify research problems, develop research questions, and tools;
- Develop a research proposal and be able to collect data and do analysis.
- conduct classroom Action Research and research thesis

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
--------	------------	-------------------

1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations.

Course Outline

Unit	Content	Week
1	<p>Introduction</p> <p>Definition of research</p> <p>Types of research</p> <p>Definition of educational research</p> <p>Research as a scientific method</p> <p>Significance of educational research</p> <p>Principles of educational research</p>	<p>Week 1 and 2</p>

2

Research methods in education

research	Qualitative	Week 3 and 4
research	Action	
research	Case study	
	Ethnography	
	Narrative	
research	Quantitative	
research Survey	Experimental	
design	Mixed	
research methodologies		
Programme evaluation		

Research tools in action research

3	Data collection Tools for Qualitative research	Week 5 and 6
	Data collection Tools for Quantitative research	
	Interview, Questionnaires ,Observations, Document analysis	

4

Sampling	Week 7 and 8
Nature of	
Types of sampling	
Sampling Procedure	

Mid Term

Week 9

5	Action Research Nature of action research History of action research Difference between action research and other types of research Process and approaches	Week 10and 11
6	Data Analysis Types of data Validity of data Reliability of data Procedure for Data analysis	Week 12 and 13
7	Developing a research proposal Parts of a research proposal Developing a research proposal	Week 14
8	Writing a report A research report Components of a research report Sample report	Week 15

Week 16

Presentation

Final Term

References

- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston: Pearson Education.
- Gay, L. R. (1987). *Educational research: Competencies for analysis and application*. London: Pearson Longman Publishing.
- Jorgensen, D. L. (1989). *Participant observations: A methodology for human studies*. Thousand Oaks, CA: Sage Publications.
- Lofland, J., Snow A., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis*. Boston: Cengage Learning.
- Miles, M. B., & Huberman, A. M. (2006). *Qualitative data analysis: An expanded sourcebook*. London: Sage Publications.
- Mills, G. E. (2011). *Action research: A guide for the teacher researcher*. Boston: Pearson Education.
- Wengraf, T. (2011). *Qualitative research interviewing: Semi-structured, biographical, and narrative methods*. London: Sage Publications.
- Yin, R. K. (2008). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.
- <http://www.uic.edu/depts/educ/mesalab/MESA%20Downloads/Writing%20Resources/WriteScholarlyResearch.pdf>
- <http://www.scribd.com/doc/44851809/Educational-Research>
- http://www.onlineqda.hud.ac.uk/Intro_QDA/what_is_qda.php

TITLE OF COURSE: TEST DEVELOPMENT AND EVALUATION

Course Code: UBED-472

Credit Hrs. 03

Course description

This course will focus on the Evaluation and testing system, looks on test development and evaluation procedure. It will also focus on assessment and measurement system. The course will be helpful for students to understand different types of evaluation, assessment and test. This course will help students to understand testing and evaluation procedure and develop appropriate test to assess student's performance. It addresses issues and challenges of evaluation and testing system in Pakistan.

The main focus of the course will be enabling students to apply different assessment and testing techniques in current education system and actual classroom to assess student's performance. The main topics to be covered in this course are; concept of evaluation, assessment, measurement, testing and evaluation, Types of Evaluation and testing, Evaluation and testing process, Marking and Reporting

Learning objectives:

.After studying this course, student will be able to

- Understand the concept of evaluation, measurement, Assessment and testing
- Understand and evaluate the kinds of assessment ,test and evaluation
- Analyze and compare different assessment and testing technique
- Determine the qualities of a good test
- Plan and construct appropriate classroom test to evaluate student's performance.
- Make report of the test results to different stake holders

Course outcomes

- Identify, use, and justify appropriate methods of assessment and Evaluation
- Critically analyse the use Assessment techniques tools used in education
- Determine, select, and use appropriate tools of classroom assessment
- Examine the types of evaluation and their effectiveness.
- Differentiate between assessment evaluation and measurement.
- Develop and prepare appropriate tools for assessment.
- Identify and Solve examination problems in Schools.

Course Requirements and Expectations

- In order to ensure success in this course:
- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. Field Based projects will also be conducted to know current practices of Assessment.

Course Contents:

Unit	Content	Week
1	Concept of Measurement, Assessment, Test And Evaluation Meaning of test, testing and evaluation. Purpose, Principles and scope of test and evolution. School Evaluation program	Week 1 and 2
2	Types of Evaluation Placement Evaluation Diagnostic Evaluation Formative Evaluation Summative Evaluation	Week 2
3	Types of Test Essay type test Objective type test Recognition type items	Week 4

	Recall type items	
4	Bloom's Taxonomy Cognitive Effective Psychomotor	Week 5 and 6
5	Test Construction Planning the test Preparing the test items Assembling the test	Week 7
6	Test Administration and analysis Administration/conducting the test Item analysis and modification	Week 8
	Mid Term	
7	Qualities of a good test <i>Reliability</i> Validity Adequacy Objectivity Differentiability	Week 11
8	Interpretation of test scores	Week 12 and 13

	Percentage Ordering and ranking Frequency Distribution Measure central tendency(Mean, Median and mode) Pictorial forms(Graph, Polygon, Histogram)	
9	Grading and Marking Types of grading; Criterion and norm reference grading Principles of good marking	Week 14
10	Reporting the test results Students Parents Administration	Week 15
	Presentation/viva	Week 16
	Final Term	

References

- Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Routledge Fiamer.
- Georg, David (2003). Trends in Measurement
- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- Shahid, S.M, Bndesha, M.A and others, (2010) Educational Measurement Evaluation. Islamabad:
 AIOU
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2010). Assessment for learning: Putting it into practice. Berkshire, UK: Open University Press.
- Clarke, S. (2008). Active learning through formative assessment. London, UK: Hodder Education

McMillan, J. H. (2011). Classroom assessment: Principles and practice for effective standards-based instruction (5th ed). Boston: Pearson.

Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). Measurement and assessment in teaching (10th ed). Upper Saddle River, NJ: Pearson.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). Classroom assessment for student learning: Do it right- Using it well. Boston: Pearson. This text has a DVD and CD.

William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

<https://libguides.shc.edu/c.php?g=537220&p=3676120>

<https://www.nwea.org/blog/2021/75-digital-tools>

<https://libguides.shc.edu/c.php?g=537220&p=3676120>

TITLE OF COURSE: PEDAGOGY I
(Teaching of Biology/ Teaching of Social Studies)
Course Code: UBED-473
Credit Hrs. 03

(Teaching of Biology)

Course Description:

The Teaching of Biology course aims to prepare future educators with the knowledge, skills, and strategies needed to effectively teach biology concepts at various educational levels. This course covers fundamental principles of biology, pedagogical theories, instructional methods, assessment techniques, and practical applications for fostering student engagement and understanding in the subject.

Learning objectives:

1. To understand the foundational concepts and principles of biology.
2. To explore pedagogical theories and approaches applicable to teaching biology.
3. To develop instructional strategies and resources for effective biology teaching.
4. To analyze and design biology curriculum and lesson plans.
5. To implement diverse assessment methods to evaluate student learning in biology.
6. To foster a positive learning environment and student engagement in biology education.
7. To address challenges and adapt teaching methods for diverse learners and classroom settings.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted

- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Module 1: Introduction to Biology Education

- Overview of biology education and its significance
- Historical perspectives on biology teaching
- Current trends and challenges in teaching biology
- Interdisciplinary connections and real-world applications of biology

Module 2: Foundations of Biology

- Cellular structure and function
- Genetics and inheritance
- Evolutionary biology
- Ecology and environmental science
- Human anatomy and physiology

Module 3: Pedagogical Theories and Approaches

- Constructivism and inquiry-based learning in biology education
- Differentiated instruction for diverse learners
- Cooperative learning strategies in biology classrooms
- Integration of technology and simulations

Module 4: Instructional Strategies and Resources

- Hands-on experiments and demonstrations
- Problem-solving approaches
- Utilizing multimedia resources and simulations
- Incorporating real-life applications and examples

Module 5: Curriculum Design and Lesson Planning

- Aligning with biology curriculum frameworks and standards

- Developing unit plans and learning objectives
- Designing inquiry-based investigations and projects
- Assessment-aligned lesson planning

Module 6: Assessment in Biology Education

- Formative and summative assessment methods
- Rubric development for assessing lab work and projects
- Performance-based assessments and authentic tasks
- Using assessment data to inform instruction and provide feedback

Module 7: Classroom Management and Student Engagement

- Establishing a positive learning environment
- Strategies for managing diverse classrooms
- Promoting active participation and critical thinking
- Addressing student misconceptions and fostering scientific literacy

Module 8: Special Topics in Biology Education

- Biotechnology and genetic engineering in the classroom
- Ethical considerations in biology teaching
- Cultural perspectives on biology education
- Integrating sustainability education into biology curriculum

Module 9: Capstone Project

- Development of a comprehensive teaching portfolio
- Implementation and reflection on a biology teaching demonstration
- Peer evaluation and feedback on teaching practices

Conclusion: The Teaching of Biology course provides educators with the necessary knowledge, skills, and strategies to effectively teach biology in diverse educational settings. By integrating theory with

practical applications and pedagogical approaches, this course prepares teachers to inspire students and promote scientific inquiry in the study of biology.

References:

1. Campbell, N. A., Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Jackson, R. B. (2018). *Biology*. Pearson.
2. Freeman, S., Quillin, K., Allison, L. A., Black, M., Podgorski, G., Taylor, E., & Carmichael, J. (2017). *Biological Science*. Pearson.
3. Starr, C., Evers, C. A., & Starr, L. (2016). *Biology: The Unity and Diversity of Life*. Cengage Learning.
1. Sadava, D., Hillis, D. M., Heller, H. C., & Hacker, S. D. (2013). *Life: The Science of Biology*. Macmillan.
2. Mader, S. S., & Windelspecht, M. (2018). *Biology*. McGraw-Hill Education.

TITLE OF COURSE: PEDAGOGY I
(Teaching of Biology/ Teaching of Social Studies)
Course Code: UBED-473
Credit Hrs. 03

(Teaching of Social Studies)

Course Description:

The Teaching Social Studies course focuses on providing educators with comprehensive knowledge and practical skills necessary for teaching various content areas within social studies. Participants will explore effective instructional methods, utilize diverse learning aids, and develop assessment strategies tailored to social studies education. Emphasis will be placed on creating engaging learning experiences, promoting critical thinking, and assessing student understanding in social studies contexts.

Learning objectives:

1. Understand the diverse content areas within social studies education.
2. Explore a range of instructional methods and strategies applicable to teaching social studies content.
3. Utilize a variety of learning aids and resources to enhance social studies instruction.
4. Develop effective assessment tools and techniques for evaluating student learning in social studies.
5. Design engaging lessons and units that integrate multiple social studies content areas.
6. Foster inquiry-based learning and critical thinking skills among students in social studies classrooms.
7. Incorporate technology and multimedia resources to support social studies instruction and assessment.
8. Promote active citizenship and civic engagement through social studies education.
9. Address diverse learner needs and create inclusive learning environments in social studies classrooms.
10. Reflect on teaching practices and continuously improve as social studies educators.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Teaching Social Studies Content

- Overview of social studies content areas (e.g., history, geography, civics, economics)
- Importance of interdisciplinary approaches in social studies education

Week 2: Instructional Methods in Social Studies

- Lecture-based instruction
- Inquiry-based learning
- Cooperative learning strategies

Week 3: Utilizing Learning Aids in Social Studies

- Visual aids (e.g., maps, charts, graphs)
- Audio-visual resources (e.g., videos, documentaries)
- Interactive technology tools (e.g., simulations, virtual tours)

Week 4: Assessment in Social Studies Education

- Formative assessment techniques
- Summative assessment methods
- Authentic assessment strategies

Week 5: Integrating History Content

- Teaching historical narratives and themes
- Analyzing primary and secondary sources
- Incorporating historical thinking skills

Week 6: Exploring Geography Content

- Geographic inquiry and spatial thinking
- Map interpretation and analysis
- Case studies in human and physical geography

Week 7: Teaching Civics and Government Content

- Democratic principles and citizenship education
- Simulations and role-playing activities
- Service-learning projects in civics

Week 8: Understanding Economics Content

- Basic economic concepts and principles
- Applying economic reasoning to real-world issues
- Financial literacy education

Week 9: Promoting Cultural Understanding

- Exploring cultural diversity and identity
- Addressing cultural biases and stereotypes
- Integrating multicultural perspectives in social studies instruction

Week 10: Technology Integration in Social Studies

- Using digital resources for content delivery and exploration
- Creating multimedia presentations and projects
- Online collaboration tools for social studies education

Week 11: Differentiated Instruction and Inclusive Practices

- Adapting instruction for diverse learner needs
- Creating inclusive learning environments in social studies classrooms
- Incorporating Universal Design for Learning (UDL) principles

Week 12: Reflection and Professional Growth

- Reflecting on teaching experiences and student Learning objectives
- Developing a personal action plan for professional development in social studies education
- Final project presentations and reflection

References:

1. National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. National Council for the Social Studies.
2. Grant, S. G., & Lee, J. A. (Eds.). (2014). *Teaching for Social Justice: A Democracy and Education Reader*. Teachers College Press.
3. Banks, J. A., & Banks, C. A. M. (2019). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.
4. Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press.
5. VanSledright, B. (2011). *The Challenge of Rethinking History Education: On Practices, Theories, and Policy*. Routledge.

TITLE OF COURSE: PEDAGOGY II

(Teaching of Chemistry/ Teaching of History)

Course Code: UBED-474

Credit Hrs. 03

(Teaching of Chemistry)

Course Description:

The Teaching of Chemistry course is designed to equip future educators with the knowledge, skills, and strategies necessary to effectively teach chemistry concepts at various educational levels. This course covers fundamental principles of chemistry, pedagogical theories, instructional methods, assessment techniques, and practical applications for fostering student engagement and understanding in the subject.

Learning objectives:

1. To understand the foundational concepts and principles of chemistry.
2. To explore pedagogical theories and approaches applicable to teaching chemistry.
3. To develop instructional strategies and resources for effective chemistry teaching.
4. To analyze and design chemistry curriculum and lesson plans.
5. To implement diverse assessment methods to evaluate student learning in chemistry.
6. To foster a positive learning environment and student engagement in chemistry education.
7. To address challenges and adapt teaching methods for diverse learners and classroom settings.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism

- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Module 1: Introduction to Chemistry Education

- Overview of chemistry education and its significance

- Historical perspectives on chemistry teaching
- Current trends and challenges in teaching chemistry
- Interdisciplinary connections and real-world applications of chemistry

Module 2: Foundations of Chemistry

- Atomic structure and the periodic table
- Chemical bonding and molecular structure
- Stoichiometry and chemical reactions
- States of matter and intermolecular forces
- Thermodynamics and kinetics

Module 3: Pedagogical Theories and Approaches

- Constructivism and inquiry-based learning in chemistry education
- Differentiated instruction for diverse learners
- Cooperative learning strategies in chemistry classrooms
- Integration of technology and simulations

Module 4: Instructional Strategies and Resources

- Laboratory experiments and demonstrations
- Problem-solving approaches
- Utilizing multimedia resources and simulations
- Incorporating real-life applications and examples

Module 5: Curriculum Design and Lesson Planning

- Aligning with chemistry curriculum frameworks and standards
- Developing unit plans and learning objectives
- Designing inquiry-based investigations and projects

- Assessment-aligned lesson planning

Module 6: Assessment in Chemistry Education

- Formative and summative assessment methods
- Rubric development for assessing lab work and projects
- Performance-based assessments and authentic tasks
- Using assessment data to inform instruction and provide feedback

Module 7: Classroom Management and Student Engagement

- Establishing a positive and safe learning environment
- Strategies for managing diverse classrooms
- Promoting active participation and critical thinking
- Addressing student misconceptions and fostering scientific reasoning

Module 8: Special Topics in Chemistry Education

- Environmental chemistry education and sustainability
- Chemical safety and laboratory management
- Integration of chemistry with other disciplines
- Ethical considerations in chemistry teaching and research

Module 9: Capstone Project

- Development of a comprehensive teaching portfolio
- Implementation and reflection on a chemistry teaching demonstration
- Peer evaluation and feedback on teaching practices

References:

1. American Chemical Society. (2012). Guidelines and Evaluation Procedures for Bachelor's Degree Programs. American Chemical Society.

2. Committee on Chemical Safety, Division of Chemical Education. (2003). *Safety in Academic Chemistry Laboratories*. National Academies Press.
3. National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. National Academies Press.
4. Tobin, K., Tippins, D. J., & Gallard, A. J. (Eds.). (2014). *Research on Sociocultural Influences on Motivation and Learning in Science*. Springer.
5. Tobin, K. (Ed.). (2014). *The Practice of Constructivism in Science Education*. Routledge.

TITLE OF COURSE: PEDAGOGY II
(Teaching of Chemistry/ Teaching of History)
Course Code: UBED-474
Credit Hrs. 03

(Teaching of History)

Course Description:

This course provides educators with comprehensive knowledge and practical strategies for teaching history effectively. Emphasizing various content areas, learning aids, pedagogical methods, and assessment techniques, participants will learn to engage students in meaningful historical inquiry, critical analysis, and deep understanding of the past. Through a blend of theoretical exploration and hands-on activities, educators will enhance their teaching skills and create dynamic learning environments in the history classroom.

Learning objectives:

1. Explore diverse content areas within history education, including political, social, economic, and cultural history.
2. Utilize a range of learning aids and resources to enhance historical understanding, including primary sources, multimedia, and experiential activities.
3. Apply effective pedagogical methods to engage students in historical inquiry, critical thinking, and analysis.
4. Develop strategies for assessing historical knowledge, skills, and understanding through various assessment techniques.
5. Foster an inclusive and culturally responsive approach to teaching history, acknowledging diverse perspectives and experiences.
6. Integrate technology into history instruction to enhance Learning objectives and engage digital-age learners.
7. Design and implement engaging history lessons and units that align with curriculum standards and learning objectives.

8. Promote active learning and student participation through collaborative projects, discussions, and simulations.
9. Address ethical considerations in teaching history, including the interpretation of historical narratives and the treatment of sensitive topics.
10. Reflect on teaching practices and continuously improve instructional approaches based on student feedback and assessment data.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
--------	------------	-------------------

1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Teaching History

- Importance of history education
- Overview of historical content areas
- Understanding historical thinking skills

Week 2: Content Areas in History

- Political history
- Social history
- Economic history
- Cultural history

Week 3: Learning Aids and Resources

- Using primary sources effectively
- Incorporating multimedia and technology
- Hands-on activities and experiential learning

Week 4: Pedagogical Methods

- Inquiry-based learning
- Document-based questioning
- Role-playing and simulations

Week 5: Assessment in History

- Formative and summative assessment strategies
- Performance-based assessments
- Authentic assessments of historical understanding

Week 6: Integrating Technology in History Instruction

- Digital archives and online resources
- Interactive maps and timelines
- Digital storytelling and virtual reality

Week 7: Inclusive Teaching Practices

- Recognizing diverse perspectives in history
- Addressing sensitive topics and controversies
- Creating inclusive learning environments

Week 8: Lesson and Unit Planning

- Backward design approach
- Developing learning objectives and essential questions
- Aligning lessons with curriculum standards

Week 9: Active Learning Strategies

- Collaborative projects and group work
- Debates and discussions
- Historical field trips and site visits

Week 10: Teaching Controversial Issues

- Strategies for facilitating discussions on controversial topics
- Encouraging respectful dialogue and critical thinking
- Supporting students in forming informed opinions

Week 11: Ethical Considerations in Teaching History

- Interpretation of historical narratives
- Treatment of sensitive topics
- Ethical use of historical sources

Week 12: Reflection and Professional Development

- Reflecting on teaching practices and student learning
- Action planning for professional growth
- Final project presentations and reflection

References:

1. Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press.
2. VanSledright, B. (2011). *The Challenge of Rethinking History Education: On Practices, Theories, and Policy*. Routledge.
3. Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. Lawrence Erlbaum Associates.
4. Loewen, J. W. (2007). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. The New Press.

TITLE OF COURSE: PEDAGOGY III
(Teaching of Physics/ Teaching of Geography)
Course Code: UBED-475
Credit Hrs. 03

(Teaching of Physics)

Course Description:

The Teaching of Physics course is designed to equip future educators with the knowledge, skills, and strategies necessary to effectively teach physics concepts at various educational levels. This course covers fundamental principles of physics, pedagogical theories, instructional methods, assessment techniques, and practical applications for fostering student engagement and understanding in the subject.

Learning objectives:

- To understand the foundational concepts and principles of physics.
- To explore pedagogical theories and approaches applicable to teaching physics.
- To develop instructional strategies and resources for effective physics teaching.
- To analyze and design physics curriculum and lesson plans.
- To implement diverse assessment methods to evaluate student learning in physics.
- To foster a positive learning environment and student engagement in physics education.
- To address challenges and adapt teaching methods for diverse learners and classroom settings.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Module 1: Introduction to Physics Education

Overview of physics education and its significance

Historical perspectives on physics teaching

Current trends and challenges in teaching physics

Interdisciplinary connections and real-world applications of physics

Module 2: Foundations of Physics

Mechanics: Kinematics, dynamics, and energy

Thermodynamics and heat transfer

Waves and sound

Electricity and magnetism

Optics and light

Module 3: Pedagogical Theories and Approaches

Constructivism and inquiry-based learning in physics education

Differentiated instruction for diverse learners

Cooperative learning strategies in physics classrooms

Integration of technology and simulations

Module 4: Instructional Strategies and Resources

Hands-on experiments and demonstrations

Problem-solving approaches

Utilizing multimedia resources and simulations

Incorporating real-life applications and examples

Module 5: Curriculum Design and Lesson Planning

Aligning with physics curriculum frameworks and standards

Developing unit plans and learning objectives

Designing inquiry-based investigations and projects

Assessment-aligned lesson planning

Module 6: Assessment in Physics Education

Formative and summative assessment methods

Rubric development for assessing lab work and projects

Performance-based assessments and authentic tasks

Using assessment data to inform instruction and provide feedback

Module 7: Classroom Management and Student Engagement

Establishing a positive and safe learning environment

Strategies for managing diverse classrooms

Promoting active participation and critical thinking

Addressing student misconceptions and fostering scientific reasoning

Module 8: Special Topics in Physics Education

Modern physics topics: relativity, quantum mechanics, and nuclear physics

Engineering applications and design challenges

Ethical considerations in physics teaching

Integrating sustainability and environmental physics education

Module 9: Capstone Project

Development of a comprehensive teaching portfolio

Implementation and reflection on a physics teaching demonstration

Peer evaluation and feedback on teaching practices

Conclusion: The Teaching of Physics course provides educators with the necessary tools and strategies to inspire students and promote understanding of physics concepts. By integrating theoretical knowledge with practical applications and pedagogical approaches, this course prepares teachers to engage and empower students in the study of physics.

References:

Serway, R. A., Jewett, J. W., & Wilson, J. N. (2018). *Physics for Scientists and Engineers with Modern Physics*. Cengage Learning.

Halliday, D., Resnick, R., & Walker, J. (2014). *Fundamentals of Physics*. John Wiley & Sons.

Young, H. D., & Freedman, R. A. (2012). *University Physics with Modern Physics*. Pearson Education.

Thornton, R. K., & Sokoloff, D. R. (1998). Assessing student learning of Newton's laws: The Force and Motion Conceptual Evaluation and the Evaluation of Active Learning Laboratory and Lecture Curricula. *American Journal of Physics*, 66(4), 338-352.

Tobin, K., Tippins, D. J., & Gallard, A. J. (Eds.). (2014). *Research on Sociocultural Influences on Motivation and Learning in Science*. Springer.

TITLE OF COURSE: PEDAGOGY III
(Teaching of Physics/ Teaching of Geography)
Course Code: UBED-475
Credit Hrs. 03

(Teaching of Geography)

Course Description:

The Teaching Geography course focuses on equipping educators with the necessary knowledge, skills, and strategies to effectively teach geography in diverse educational settings. Through a blend of theoretical discussions, practical applications, and hands-on activities, participants will explore various geographic concepts, instructional methods, learning aids, and assessment strategies tailored to engage students in meaningful geographic inquiry.

Learning objectives:

1. Understand the foundational concepts and themes in geography education.
2. Explore diverse geographic content areas, including physical, human, and cultural geography.
3. Develop proficiency in utilizing a variety of instructional methods and learning aids to enhance geography instruction.
4. Design and implement engaging geography lessons and activities that promote critical thinking and spatial reasoning skills.
5. Assess student learning effectively using a range of assessment techniques suited to the discipline of geography.
6. Foster geographic literacy, global awareness, and appreciation for diverse cultures and environments among students.
7. Integrate technology and geographic information systems (GIS) tools into geography instruction.
8. Cultivate a supportive and inclusive learning environment that encourages student participation and collaboration.
9. Address geographic misconceptions and promote geographic inquiry and exploration.
10. Reflect on teaching practices and continuously improve as geography educators.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly
- Students need to complete their readings before the classes
- Students need to participate actively in the class room discussions
- Students need to submit their assignments on due date. After the due date assignments will not be accepted
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism
- Students should be internet and computer literate
- Students need to maintain an email account which will serve as a source of communication between the students and instructor
- Students need to maintain 75 percent attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least 75% attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. In Philosophy discussion and debates are considered effective strategies.

Course Contents:

Week 1: Introduction to Geography Education

- Purpose and significance of geography education
- Overview of geographic content areas and themes
- National and state standards for geography education

Week 2: Physical Geography

- Earth's physical processes and features
- Landforms, climate, and weather patterns
- Utilizing maps and globes as learning aids

Week 3: Human Geography

- Population distribution and migration patterns
- Cultural landscapes and human-environment interaction
- Geographic perspectives on globalization and urbanization

Week 4: Cultural Geography

- Cultural diversity and cultural diffusion
- Language, religion, and ethnicity as cultural markers
- Exploring cultural landscapes through case studies

Week 5: Geospatial Technologies

- Introduction to Geographic Information Systems (GIS)
- Utilizing geospatial technologies in geography instruction
- Hands-on activities with mapping software

Week 6: Inquiry-Based Learning in Geography

- Developing geographic inquiry questions
- Engaging students in investigative activities and fieldwork
- Encouraging curiosity and exploration in geography education

Week 7: Project-Based Learning

- Designing and implementing geography-based projects
- Collaborative learning and group projects in geography education
- Showcasing student work and presentations

Week 8: Utilizing Visual Aids and Multimedia

- Incorporating maps, charts, and graphs in geography instruction
- Using multimedia resources (videos, images, documentaries) to enhance learning
- Virtual field trips and interactive learning experiences

Week 9: Assessment in Geography Education

- Formative and summative assessment strategies in geography
- Performance-based assessments (e.g., mapping exercises, project presentations)
- Rubrics and criteria for assessing geographic understanding

Week 10: Differentiated Instruction in Geography

- Adapting instruction to meet diverse student needs and abilities

- Incorporating hands-on activities, simulations, and role-play
- Providing support for English language learners and students with disabilities

Week 11: Promoting Geographic Literacy and Global Awareness

- Strategies for fostering geographic literacy and spatial thinking skills
- Exploring global issues and perspectives in geography education
- Encouraging empathy and understanding of diverse cultures and environments

Week 12: Reflection and Professional Development

- Reflecting on teaching practices and student Learning objectives
- Developing a personal action plan for continued professional growth in geography education
- Final project presentations and reflection

References:

1. Association of American Geographers. (2019). *Guidelines for Geographic Education: Preparing 21st Century Geographers*. Retrieved from <https://doi.org/10.7930/GX3J3JXR>
2. National Council for Geographic Education. (2017). *Geography for Life: National Geography Standards*. Retrieved from https://www.aag.org/galleries/geography-education-documents/NCGE_Geography_for_Life_Spanish_Edition.pdf
3. Maestre, F. T., & Jones, M. B. (Eds.). (2019). *Geographical Skills and Fieldwork for Edexcel A Level Geography*. Hodder Education.
4. Kerski, J. J. (2013). *Interpreting Our World: 100 Discoveries That Revolutionized Geography*. Esri Press.
5. Lambert, D. (2014). *Geographical Education in a Digital World: Past, Present, and Future*. Springer

TITLE OF THE COURSE: SCHOOL MANAGEMENT
Course Code: UBED-481
Credit hours: 3

Course Description:

This course offers an in-depth exploration of the principles, theories, and practices involved in effectively managing educational institutions. Participants will develop a comprehensive understanding of the multifaceted role of school administrators in fostering an environment conducive to student success, staff satisfaction, and community engagement. Through a combination of theoretical discussions, case studies, and practical applications, learners will gain insights into various aspects of school management, including leadership, organizational structure, curriculum planning, instructional supervision, financial management, legal and ethical considerations, and technology integration.

Learning objectives:

After completing this course prospective teachers will be able to:

- Conceptualize school as a system and recognize teachers' role in its structure and function at various level.
- Understand how teachers can contribute to the professional development of a school community.
- Manage and plan students affairs related to curricular and co-curricular activities.
- Critically analyse the communication pattern among different groups within a school system and participate in different classroom and field based activities to develop their core skills in communication within school community.
- Apply their roles in school to improve students Learning objectivise.
- Participate in the decision making process in school to influence change at the school and community level.

Course Requirements and Expectations

In order to ensure success in this course:

- 14 Students need to attend the classes on time and regularly.
- 15 Students need to complete their readings before the classes.

- 16 Students need to participate actively in the classroom discussions.
- 17 Students need to submit their assignments on due date. After the due date assignments will not be accepted.
- 18 Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism.
- 19 Students should be internet and computer literate.
- 20 Students need to maintain an email account which will serve as a source of communication between the students and instructor.
- 21 Students need to maintain **75 percent** attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students’ learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least **75%** attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative

learning strategies, seminars and presentations. Field Based projects will also be conducted to know current practices of Assessment.

Course Contents

UNIT 1: INTRODUCTION TO SCHOOL MANAGEMENT

Sr #	Topics
1	Introduction to School Management <ul style="list-style-type: none">• Meaning of SM• Concept of SM• Definition of SM• Objectives of SM• Characteristics of SM• Meaning of Educational Management

Conceptualizing school as system

UNIT 2: OPERATIONS OF SCHOOL MANAGEMENT

2	The functions of school management in <ul style="list-style-type: none">• Planning• Organizing• Leading• Controlling
---	---

UNIT 3: SCHOOL LEADERSHIP AND MANAGEMENT

3	<ul style="list-style-type: none">• Conceptualizing leadership• Differentiating between leadership and management• The role of manager in school
---	--

Leadership in the school system

Teacher as leader

4	Teacher as instructional leader Teacher as agent of change
---	---

UNIT 4: Communication in School

5	Significance of communication in school Communication channel in school
---	--

- 6 Identification of formal and informal channels of communication in school
Managing effective communication in school through appropriate writing skills
7 (report writing, minutes of meeting and official etc.)

UNIT 5 : SHOOL AND HUMAN RELATIONSHIPS

- 8 Introduction to stakeholders
Inter and intra school relationship.
Relationship among stakeholders

UNIT 6: MONITORING AND EVALUATION IN SCHOOLS

- Role of head teachers in
- Monitoring and evaluating students' performance.
 - Monitoring and evaluating staff performance.
 - Developing and planning yearly calendar of school activities
- 9 • Supervising the implementation of curriculum
- 10 Role of teachers in
- Implementing the curriculum
 - Curriculum revision
 - Self-evaluation as instructor
 - Monitoring students' performance and providing feedback.
 - Record keeping
 - Planning cocurricular activities

UNIT 7: 29 IDEAS\AREA OF SCHOOL IMPROVEMENT

Reference

1. Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation.
2. Sergiovanni, T. J. (2007). Leadership: What's in it for schools? Routledge.
3. Bush, T., & Glover, D. (2014). School leadership models: What do we know? School leadership & management, 34(5), 553-571.

4. Fullan, M. (2014). *The principal: Three keys to maximizing impact*. John Wiley & Sons.
5. UNESCO. (2007). *Curriculum development: A guide to practice*. UNESCO International Bureau of Education.
6. Marzano, R. J. (2019). *The New Art and Science of Teaching*. Solution Tree Press.
7. Sergiovanni, T. J. (2009). *Rethinking leadership*. Sage Publications.
8. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice*. McGraw-Hill Education.
9. Hopkins, D. (2013). *School improvement for real*. Routledge.
10. National Association of Elementary School Principals (NAESP). (n.d.). [Website]. Retrieved from <https://www.naesp.org/>
11. National Association of Secondary School Principals (NASSP). (n.d.). [Website]. Retrieved from <https://www.nassp.org/>
12. Edutopia. (n.d.). [Website]. Retrieved from <https://www.edutopia.org/>
13. ASCD. (n.d.). [Website]. Retrieved from <https://www.ascd.org/>
14. The Wallace Foundation. (n.d.). [Website]. Retrieved from <https://www.wallacefoundation.org/>
15. Education World. (n.d.). [Website]. Retrieved from <https://www.educationworld.com/>

TITLE OF THE COURSE: HUMAN RECOURSE MANAGEMENT
COURSE CODE: UBED-482
Credit Hrs. 03

Course Description:

Human Resource Management (HRM) is an undergraduate-level course designed to provide students with an understanding of the principles, practices, and functions of managing human resources within organizations. Through theoretical study, case analysis, and practical exercises, students will explore key topics such as recruitment, selection, training, performance management, compensation, and employee relations. The course aims to equip students with the knowledge and skills necessary to effectively manage human capital and contribute to organizational success.

Learning objectives:

1. Understand the role and importance of human resource management in organizations.
2. Explore the functions and responsibilities of HRM, including staffing, training, compensation, and performance management.
3. Examine the legal and ethical considerations in HRM practices.
4. Develop skills in recruitment, selection, and talent management.
5. Learn strategies for employee development and training.
6. Understand the principles of compensation and benefits administration.
7. Explore methods for managing employee performance and conducting performance appraisals.
8. Analyze contemporary issues and trends in HRM, such as diversity management and employee engagement.

Course Requirements and Expectations

In order to ensure success in this course:

- Students need to attend the classes on time and regularly.
- Students need to complete their readings before the classes.
- Students need to participate actively in the classroom discussions.
- Students need to submit their assignments on due date. After the due date assignments will not be accepted.
- Students need to be careful about plagiarism because the university has a zero tolerance policy for plagiarism.
- Students should be internet and computer literate.

- Students need to maintain an email account which will serve as a source of communication between the students and instructor.
- Students need to maintain **75 percent** attendance at any cost.

Assessment procedures

Both formative and summative approaches will be used for assessing students' learning and development. A breakdown in marks percentage is given below.

S. No.	Procedures	Marks Percentages
1	Assignments, presentations, quizzes, project work, presentations	20 Marks
2	Midterm Examination	30 Marks
3	Final Examination	50 Marks
4	Total	100 Marks

Attendance

At least **75%** attendance is required to be eligible to sit in the final examination.

Teaching and learning strategies

Adults generally learn through a variety of ways. Therefore, classroom practices will involve intensive readings, reflective and analytical discourses, research and project works, discussions, cooperative learning strategies, seminars and presentations. Field Based projects will also be conducted to know current practices of Assessment.

Course Contents:

Week 1: Introduction to Human Resource Management

- Definition and scope of HRM

- Evolution of HRM practices
- The strategic role of HRM in organizations

Week 2: Legal and Ethical Considerations in HRM

- Employment laws and regulations
- Ethical issues in HRM decision-making
- Ensuring fairness and equity in HRM practices

Week 3: Job Analysis and Design

- Job analysis techniques
- Job design principles
- Writing job descriptions and specifications

Week 4: Recruitment and Selection

- Recruitment strategies and sources
- Selection methods: interviews, tests, assessments
- Onboarding and orientation

Week 5: Talent Management and Succession Planning

- Identifying and developing talent within the organization
- Succession planning strategies
- Leadership development programs

Week 6: Training and Development

- Training needs assessment
- Training methods and techniques
- Evaluating training effectiveness

Week 7: Performance Management

- Performance appraisal methods

- Providing feedback and coaching
- Performance improvement plans

Week 8: Mid Term

Week 9: Compensation and Benefits

- Principles of compensation
- Types of compensation: salary, bonuses, incentives
- Employee benefits and perks

Week 10: Employee Relations

- Managing employee grievances and conflicts
- Employee discipline and termination
- Promoting employee engagement and satisfaction

Week 11: Diversity and Inclusion

- Understanding diversity in the workplace
- Creating an inclusive work environment
- Diversity training and initiatives

Week 12: Employee Health and Safety

- Occupational health and safety regulations
- Workplace wellness programs
- Managing workplace hazards and emergencies

Week 13: Presentations

Week 14: Emerging Trends in HRM

- Flexible work arrangements
- Remote work and virtual teams
- The future of HRM: technology and automation

Week 15 and 16: Revision and Final Term

References:

1. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). Human Resource Management: Gaining a Competitive Advantage. McGraw-Hill Education.
2. Dessler, G. (2019). Human Resource Management. Pearson.
3. Cascio, W. F., & Boudreau, J. W. (2016). Talent Management: A Focus on Excellence. SHRM Foundation.
4. Stone, R. J. (2018). Human Resource Management. John Wiley & Sons Australia.
5. Armstrong, M., & Taylor, S. (2019). Armstrong's Handbook of Human Resource Management Practice. Kogan Page

TITLE OF THE COURSE: TEACHING PRACTICUM (LONG TERM)
COURSE CODE: UBED-483
Credit Hrs. 06

Course Description

The Teaching Practicum - Long Term course provides aspiring educators with an immersive and extended opportunity to apply theoretical knowledge gained in education programs within real classroom settings. This course is designed to offer participants an in-depth, hands-on experience in teaching and managing a classroom over an extended period, typically spanning a full academic semester or longer. Through active engagement in classroom instruction, lesson planning, assessment, and reflection, participants will develop the essential skills and competencies required for effective teaching and classroom management.

Learning objectives:

Practical Application: Participants will apply theoretical knowledge gained in education courses to plan, deliver, and assess lessons in a real classroom environment.

Classroom Management: Participants will develop strategies for creating a positive and inclusive classroom culture, managing student behavior, and promoting a supportive learning environment.

Instructional Design: Participants will design and implement engaging and developmentally appropriate lesson plans aligned with curriculum standards and student needs.

Assessment and Feedback: Participants will assess student learning using a variety of formative and summative assessment methods and provide timely and constructive feedback to support student growth.

Professional Growth: Participants will engage in ongoing reflection and self-assessment to identify areas for growth and development as educators.

Collaboration: Participants will collaborate with mentor teachers, peers, and school staff to enhance their teaching practice and contribute to a collaborative school community.

Course Components:

Placement: Participants will be assigned to a classroom in a school setting, where they will serve as a student teacher under the guidance and supervision of an experienced mentor teacher.

Observation: Participants will observe classroom dynamics, instructional strategies, and student

interactions to gain insight into effective teaching practices.

Planning: Participants will collaborate with mentor teachers to design lesson plans, incorporating educational goals, learning objectives, instructional strategies, and assessment methods.

Teaching: Participants will have opportunities to lead classroom instruction, deliver lessons, facilitate discussions, and engage students in learning activities under the guidance of mentor teachers.

Assessment: Participants will assess student learning through observation, quizzes, tests, projects, and other assessment methods, analyzing student performance and adjusting instruction as needed.

Reflection: Participants will engage in regular reflection sessions to evaluate their teaching practice, identify strengths and areas for improvement, and set goals for professional growth.

Feedback: Participants will receive feedback from mentor teachers, peers, and supervisors to support their development as educators, incorporating feedback into their teaching practice.

Professional Development: Participants may have opportunities to attend professional development workshops, seminars, and conferences to enhance their knowledge and skills as educators.

Course Assessment:

Assessment in the Teaching Practicum - Long Term course may include:

Observation and evaluation of teaching performance by mentor teachers and supervisors

Analysis of lesson plans, instructional materials, and student assessments

Reflection journals or portfolios documenting teaching experiences, challenges, and growth

Feedback from students, peers, mentor teachers, and supervisors

Prerequisites:

Completion of relevant coursework in education or a related field, including foundational courses in teaching methods, educational psychology, and classroom management.

This course includes two important parts:

A. School Based activities

B. Seminars

School Activities

The developmental practicum experience in semester four provides Student Teachers with carefully sequenced and supervised field activities in all areas of the elementary and secondary curriculum. Opportunities to work with children at elementary and secondary level are provided. As Student Teachers will work with children from a variety of backgrounds and with different capabilities. Initially, the student

teachers will conduct formal observations and complete a variety of school-based assignments. Student teachers are expected to take a more active role gradually, with increased responsibilities in each classroom during this developmental practicum. Student teachers are expected to select and use appropriate materials, resources (including persons in the community) They will also be familiar with ICT tools and other technological equipment's to male their teaching more effective. They will also have opportunities to employ various classroom-management techniques and a variety of formative and summative evaluation techniques, collaboration with school teachers and professionals in the school setting. This will help them to develop team-building skills and utilization of all resources to enhance children's learning.

Ideally, groups of six or seven Student Teachers are placed in each school on the basis of school consent. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and a University Supervisor are provided. Student teachers are encouraged to take advantage of any opportunities to interact with parents and to develop skills for communicating with parents under the guidance of the Cooperating Teacher.

Seminars

All the student teachers will have to attend seminars in three phases;

1st Seminar:

Before the midterm (one seminar per week).

Understanding field activities.

Developing lesson plans.

Developing observational techniques.

Reflective practices.

Classroom Management.

Leadership and management skills

2nd Seminar (Debriefing):

Mid of the practicum (5th week of practicum)

Review of the previous sessions,

Discuss issues faced in the field.

3rd Seminar:

At the end of practicum for evaluation

The final seminar includes the following task

Present analysis of the school experiences

Sharing experiences.

Critical analysis of all activities.

Try out to diagnose effective and appropriate method and reflect on its success in achieving its purpose.

Suggestions for further improvement

All of the assigned tasks are flexible enough to allow for the adaptation to a wide variety of classrooms.

Course Outcomes

Student Teachers will be able to:

- reflect on and learn from connecting theory and their teaching practice
- collaborate with peers, Cooperating Teacher, other school staff, and the University Supervisor, establishing professional relationships
- initiate, accept, and utilize formative feedback from the Cooperating Teaching, peers, and the University Supervisor in a non-defensive manner
- produce plans for teaching and learning that reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom
- utilize appropriate instruments or techniques for informally and formally assessing children's learning needs
- Recognize cognitive and affective needs of children, and establish learning environments and use activities appropriate to meeting those needs.
- Practicum Requirements and Expectations

In order to ensure success in these course students need to complete two components

First Component

Before the Mid-Term exams, student teachers will develop 15 lesson plans (5 from Primary level, 5 from elementary and 5 from Secondary level). They will do the following activities.

Will work in groups of four and each group will be responsible to bring books of their own.

Develop at least one lesson plan must be developed in each subject area offered to that particular level.

Conduct micro-teaching in week six and seven in their respective class.

Student's lesson plans and Micro-Teaching will be observed and marked. Therefore, the quality of

planning and implementation of plans are both important.

Course instructor will facilitate planning and if required will do teaching as per need of the students

Second Component

In the second component, Student Teachers will go to the assigned schools and will involve school activities as under.

Carrying out the assigned activities followed by a reflective report. This task will again be marked.

Abide by the university and school discipline and try to be a role model for others

Be punctual.

Developing and maintaining comprehensive portfolio.

Complete all activities and make them part of the portfolio.

Complete their lesson plans before the classes on daily basis

Ensure co planning as mentioned in weekly schedule.

Observe at least one class on daily basis and maintain observational checklist.

Reflect upon their whole activities and write daily based reflections and make it the part of practicum portfolio.

Cooperate with school head and staff particularly with cooperating teachers.

Applying new and innovative methods and use varieties of AV aids.

Develop and use low-cost now-cost materials and make teaching contextual.

Be proactive and participate all school activities rather than confined with classroom teaching.

Ensure minimum 90% percent attendance.

Learning and teaching approaches

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for the school placement experience. Approximately half the time during the practicum should be spent at elementary (6th to 8th) and half the time at secondary (9 to 10th). This will mean that by the end of the MA Education, Student Teachers will have experienced teaching in two different classrooms using varieties of teaching approaches, strategies, methods and classroom management strategies during the developmental practicum in semester 4.

The practicum seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals and small group and peer interaction.

Assessment

The following assessment criteria will be followed.

Marks Distributions

S No	Area of assessment	Marks
1	University supervisor. Observations and lesson planning remarks	70
	Cooperative teacher. Lesson observation and final report.	50
	Folder Development	30
	Final lesson (Lesson plan=8 Model = 8 Presentation=9)	25
	Final Viva	25
	Total	200

Rubric for teaching practicum.

The 50 marks of university supervisor are totally depended on his or her visits and feedback on lesson plan. He or she is responsible to maintain visit assessment sheet.

Cooperating Teacher will also observe the maximum 10 classes. These 50 marks will be assigned on the basis of his or her observation check list and final report with signature of head of institute. Minimum 30 marks for observation and 20 for final report if report is appropriate and correct. If observations are not maintained in the folder marks will be deducted 3 marks per observation.

The marks of the folder are depend upon accurate and completion of all activities as shown in the table.

S No	Nature of activity	Remarks
	Initial 7 activities as mentioned in practicum manual.	In the first week of practicum.

Total lessons delivered	Minimum 40 lessons in practicum period
Observations of other teachers	One observation per day
Reflections	On each working day
Final reflective Report	At least 2000 words

If any activity is missed marks will be deducted on percentage basis.

If activities are complete and meet the standard and the feedback of supervisor in lessons is also positive, marks will not be deducted however proper development of folder and activities arrangement has **5** Mark.

If activities are complete but the supervisor remarks are not encouraging marks will be deducted.

Marks are depending on performance and efficiency.

The final lesson will be conducted in front of University supervisor, HoD, Cooperative teacher and head of institution and marks will be given on cumulative remarks.

Role of the Student Teacher

The Student Teachers should have maximum opportunity to perform their role actively,

There are three major aspects to the Student Teacher's role during the semester:

- Developing activities in the classroom and involving school and community
- Participation in the weekly practicum seminar
- Continues reflection and the creation of developmental portfolio housing the documentation as evidence of professional growth.
- The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:
 - Completing school-based assignments, activities
 - Assisting individual students
 - Taking responsibility for co-planning and co-teaching
 - Assisting the Cooperating Teacher with planning and teaching.
 - Teaching selected lessons under the Cooperating Teacher's guidance (these should be lessons that are part of the ongoing curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)

- Using the Observational checklist for Formal Observation and preparing all the materials required for six formal observations (two by the Cooperating Teacher and four by the Supervisor).
- Play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.
- Participate as a regular staff member of the school in terms of professional behavior.

Role of the Cooperating Teacher

The Cooperating Teacher is expected to:

- Share with the students the school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides, etc.
- Assist the students in coordinating observations of other certified teachers, the purpose of which is to broaden the student's exposure to varied instructional approaches and methodologies.
- Share ideas related to the instructional planning and delivery. Students will learn a great deal from you as you think out loud!
- Permit the student to engage in limited classroom assignments and responsibilities in accordance with his/her interest and aptitude and consistent with your instructional needs.
- Assist the students in planning, implementing and evaluating at least two, preferably more, lessons. Provide feedback to the student informally (no written submission is required)
- Monitor the students' progress and mentor them to build their professional capacity. Expect and demand a high standard of performance, while keeping in mind that the student is an inexperienced pre-professional.
- Maintain regular contact with the University supervisor. View the supervisor as your collaborator and partner
- Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher. The Student Teacher is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the supervisor.
- Observe and provide verbal and written feedback to the Student Teachers on lesson planning and teachings on weekly basis.
- Meet with the Student Teachers on daily basis to discuss classroom events and make plans.

- Provide assessment to the University Supervisor and participate in triad meetings to discuss the Student Teacher's performance.

Role of the University Supervisor

- The University Practicum Supervisor is the official representative of the university. Therefore, the Supervisor has responsibility for the supervision of Student Teachers,
- To serve as the liaison between the university and the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions.
- Visit two times in week to schools and observe student progress
- Guide and support prospective teachers through classroom observations, conferences,
- Coordinate and oversee the Practicum experience by means of frequent visits and contacts.
- Assist and guide prospective teachers and cooperative teachers by conducting discussion and seminars.
- Provide feedback on at least two lesson plans per week.
- Guide entry into the practicum through discussion with the Student Teacher of issues of professional practice, providing a guided seminar experience, conferring with the Student Teacher before and after classroom observations, and giving feedback on teaching to the Student Teacher.

Practicum outline

All the school activities have been organized in logical order and week wise scheduled is given below.

School experiences

The way field experiences for the practicum are organized may vary from semester to semester and from institution to institution. The University Supervisor will provide specific information about where student teachers will teach or how to obtain a classroom placement and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with their University Supervisor and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the practicum in **Semester 4.**

Core Activities

Orientation to school

Timetable

Observation: A Day in the Life of a Teacher

Co planning

Co teaching

Individual classroom teaching

Reflection on teaching

Students' assessment

Overall reflection

Week 1: General activities Introduction to the school and classroom context

Days? week	School based activities (ST = Supervisory Teacher)	Remarks
Day 1	Introduction to the school, its clientele and personnel induction into school procedures, expectations & organisation Activity 3 – Collect ST's timetable for the week and schedule in activities in consultation with him/her. Become familiar with the classroom environment & organisation	Totally school based activity. Student teachers will work independently. Cooperative teacher will assist them.
Day 2	Participate in all areas of ST's work Activity 4 & 5 – Observation: A Day in the Life of a Teacher & observation of another teacher	A reflective report.
Day 3	Cooperating Teacher interview Interview of child/children	Meet with students and teachers to know their experiences and

		expectations
Day 4	Activity 6 Co-lesson planning & pair teaching Participate in all areas of ST's work	Student teacher will coordinate with cooperative teacher.
Day 5	Activity 7 Assessment of students Activity 8 Planning, teaching and reflections Participate in all areas of ST's work	A report on current teaching practices and assessment procedure.

Teaching Learning Activities

Days/ week	School based activities	Remarks
Week 2	Assuming responsibility for planning, teaching, and assessing at least part of the lesson. Co-plan and co-teach with the Cooperating Teacher. Work with children who need extra help. Complete classroom observations, which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim). Co-teach lessons with the Cooperating Teacher. Daily Reflections	Collaborative task Student teachers will work with cooperating teachers.

	Find out about the assessment, including what strategies the teacher uses.	
Week 3	Assuming responsibility for planning, teaching, and assessing at least one lesson. Plan full lessons with the Cooperating Teacher. Teach lessons for one subject matter each day. Work with children who need extra help Teacher observations	Need to work independently as a teacher with the help of cooperating teacher V
Week 4	Continue activities as in week three	

The Practicum Seminar

At the end of week four, student teachers will participate in seminar. It will be a debriefing seminar where Student Teachers may expect to discuss issues such as:

- Practical issues of teaching and learning in their field placements
- Language learning
- Different perspectives on how to organize and manage a classroom
- Planning units of instruction
- Content-specific instruction
- Selecting and using assessments of learning
- Discussing current issues faced by student teacher

Days/ week	School based activities	Remarks

Week 5	<p>Assuming responsibility for planning, teaching and reflective practice</p> <p>Classroom teaching</p> <p>Observation</p> <p>Daily Reflections</p> <p>Find out about the assessment, including what strategies the teacher uses.</p>	<p>Student teachers need to work independently as a teacher er. with the help of cooperating teacher</p>
Week 6	<p>Assuming responsibility for planning, teaching, and assessing at least one lesson.</p> <p>Plan full lessons with the Cooperating Teacher.</p> <p>Teach lessons for one subject matter each day.</p> <p>Work with children who need extra help</p> <p>Teacher observations</p> <p>Work with children who need extra help</p>	<p>Need to work independently as a teacher with the help of cooperating teacher</p>
Week 7	<p>Continue activities as in week three</p>	
Week 8	<p>Assuming responsibility for planning, teaching, and assessing at least one lesson.</p> <p>Plan full lessons with the Cooperating Teacher.</p> <p>Teach lessons for one subject matter each day.</p> <p>Work with children who need extra help</p> <p>Teacher observations</p> <p>Work with children who need extra help</p>	<p>Need to work independently as a teacher with the help of cooperating teacher</p>
Week 9	<p>Concluding activities</p>	

	Developing final lesson plan Develop a model for final lesson. Presenting final lesson Final reflection at least 2000 words	Evaluation session
--	--	--------------------

End-of-practicum Seminar

Student teachers will meet for one full day to:

- Review what has been learned during the field placement
- Present analysis of the school experiences
- Sharing experiences.
- Critical analysis of all activities
- Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the direction of University supervisor
- Share student teaching portfolios for peer review.

Student Teachers will submit portfolios and all final products for the course after the end-of-term seminar.

Guide -lines for First Week Activities

These guidelines will help student teachers to complete first week activities.

Activity 1 (a): Orientation to school

Upon your arrival at school, someone in authority will greet you and provide background information on the school itself. To gain the most possible information about the school during this orientation, ask the following questions:

- Number of students attend the school?
- Length of class periods? How much time do teachers spend on reading, maths, science, social studies, languages (Urdu, English, Arabic), Islamite
- Number of free periods for students and teachers (recess)
- Special duties teachers perform each day or on a regular basis.
- Work environment for teachers
- Special rules or policies that help make the school run smoothly?

Particular activities or achievements for which the school is well known in the area.

Overall environment of the school; building and material resources.

Student's demography, diversified learners.

Any extra or unique activity.

Activity 1 (b): My initial impressions of the school

About the building

About the administration

About the teachers

About the students

About the community

Activity 2 (a) : Information gathering & clarifying expectations

Student Teachers collect sample school documentation, including:

Policies and Procedures

Management Structure

Curriculum plans

Classroom Management plans

Timetable

Student Teachers should clarify their own and their Cooperating Teacher's expectations including:

Roles and responsibilities of Teachers/ Student Teachers

Roles and responsibilities of Support staff

Note: This information should be filed in a working folder. The professional experience activities will be used as a basis for on-site components of the program.

Activity 2 (b) : Philosophy, approaches and frameworks in action

Student Teachers and Cooperating Teacher's exchange philosophies about teaching, using the guided questions below

What does student teacher believe is important about the following?

Children's learning and development

My image of children and society's image

What children need to know?

Children's social interactions and relationships

Self-identity and self-esteem of teachers/ students

The value of diversity in school/ classroom

The role of families and communities in education
 The value of partnerships in children’s lives
 Team work
 The physical environment of the school
 Documentation of experiences and learning
 Transitions between prior to school and school settings
 Staff development and lifelong learning
 Evaluation and reflection.

Student Teachers write a personal reflection (400 words) and include in the working folder.

Activity 3: Timetable

The Student Teacher and Cooperating Teacher will plan a timetable, scheduling each week’s activities. The Student Teacher is required to participate in all Supervisory Teacher’s activities where possible, so should accompany the Supervisory Teacher’s during any supervision duties. These duties should also be scheduled in the timetable, a copy of which should be kept in the Student Teacher’s working folder.

Activity 4 : Observation: A day in the life of a teacher

The Student Teacher should

Observe and record (as a Narrative /Running Record) all the activities the Supervisory Teacher performs in a day. This observation should commence 30 minutes before classroom activities begin and finish 30 minutes after classroom activities end.

Discuss (at an appropriate time) with the Supervisory Teacher the range of teaching-related activities also performed in out-of- school time on that day and add these to the narrative/running record.

After reflection and discussing the narrative/running record with others, including the Supervisory Teacher, attempt some classification of the tasks listed (e.g.: administrative and teaching)

File the final Narrative/Running Record and groupings in the working folder.

Example

Observer: (your name) Date:	
Time	Observation
8.15-8.25	Ms. X conducts meeting with laboratory assistant. Receives information about

8.25-9.15	<p>changed arrangements for practical in laboratory 2 instead of laboratory 1 for her class. Informs her class about the changing.</p> <p>Takes attendance of her class and explains the safety measures before practical.</p> <p>Starts demonstrating the practical by using the set equipment.</p>
-----------	--

Activity 5: Observation of another teacher

Student Teachers negotiate with their Cooperating Teacher to arrange observation of another teacher in the school. This other teacher might be a subject specialist teacher. Student Teachers and Supervisory Teachers must negotiate when the observation takes place and for how long student teacher uses observation techniques appropriate to the task and context. For example, looking for specifics such as managing student’s movements between classes, effective pedagogies such as small group work, cooperative learning, discussions, practical work, demonstrations and different learning styles, strategies to their own teaching and planning.

Activity 6: Lesson Co-planning

Student Teachers should be actively encouraged to participate in the Cooperating Teacher’s planning of appropriate activities, resources and strategies. Collaboration in planning and teaching will strongly support the Student Teacher along the developmental continuum towards autonomous competence in planning and in all aspects of teachers' work. Student Teachers are keen to experience teaching in order to feel what it is like to be in front of a class as a teacher. Student Teachers will need to co-plan with the Cooperating Teacher. Cooperating Teacher’s is asked to explain to the Student Teacher:

How these lessons fit in with prior work

Where they fit in with relevant unit plan and

How they will connect to future learning.

Follow-up reflections and critical discussions about the effectiveness of the activities are crucial components of this professional experience. Student Teachers and Cooperating Teacher’s need to consider what did/did not work, classroom organisation and grouping, what students learned and how teachers assess what was learned. The lesson plan, any annotations and Cooperating Teacher feedback, as well as critical reflections are to be filed in the Student Teacher’s working folder.

Activity 7: Assessment of students learning

The Student Teachers collect examples of assessment of student learning. These examples should include at least one of each.

- Formative
- Summative
- Diagnostic.

The Student Teacher and the Cooperating Teacher's discuss the place of the different kinds of assessment in the school program. An overview of the discussion is filed in the Working Folder

Activity 8: Teaching

Plan, teach, evaluate and reflect

The Cooperating Teacher scaffolds and supports this process and understands that Student Teachers have nearly completed their curriculum studies by this stage. Student Teachers are encouraged, with active Cooperating Teacher's support, to become increasingly independent in their teaching.

By the end of this Professional Experience, Student Teachers should demonstrate that they are competent to begin to teach.

Guidelines to writing the Report

Please refer to Appendixes for elaborations of the Standards as they apply to Student Teachers. This report is the summative report for teachers in determining their suitability to begin to teach. Employers focus on final reports and the report should be an honest, summative evaluation of the Student Teacher's strengths, skills and knowledge. Comments should focus on specific examples/evidence against each Standard.