

Scheme of Studies

BS Education

Program Name: BS Education

1. **Program Learning Objectives:** This programme is an innovative programme that permits prospective teachers to approach education as a multi-dimensional discipline, exploring educational issues through economic, social, political and professional lenses by providing them quality education through the provision of highly qualified faculty and better teaching-learning services. This programme is aimed to create liking, interest, association and commitment to teaching profession among the prospective teachers through model behaviour of teacher educators and create awareness among the prospective teachers about the local, national and global issues, problems and trends. It is also aimed to inculcate values of tolerance, peace and harmony among the students through provision of literature, co-curricular activities, print and electronic media and ensure the learning for prospective teachers by following trends and technology of current era.

2. Program Structure:

Duration	Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters)	
Admission Requirements :	At least 45% marks in HSSc (Part I/II) (FA, FSc, ICS, I.Com, D.Com), DAE (1st & 2nd Year) or Equivalent Education.	
Degree Completion Requirements :	124-140 Credit Hours 4 years Semester Duration: 16-18 Week Semesters:8 Course Load per Semester: 5-18 Credit Hours Number of Courses per semester: 5-6 (not more than 3 lab/ practical courses)	
	Structure of the Scheme: Credit Hours Distribution:	
	Courses	Credit Hours
	Nature of Area/ Subject	
	General Courses	13 31
	Holy Quran Translation(1- IV)	4 Non-Credit
	Internship	1 3
	Majors & Teaching Practice	23 78
	Minors	4 12
	Inter-Disciplinary Courses	4 12
	Capstone Project	1 3
	Total	139
	Total Credit Hours with one major and single Minor	139
	Total Credit Hours with one major and double Minor	151
	Termination of Program with Associate Degree after two years (4 Semesters):	
	According to Undergraduate Policy 2023 by HEC, students of BS Program, may opt for Associate Degree, after completing 2 years (4 Semesters) of BS Program.	

3. General Education (Gen Ed) Requirements: (Mandatory/Core Courses):

The minimum requirement for Gen Ed is 30 credits hours and will be offered in first four semesters only.

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and Epics	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE Courses Credit Hours Total				31	

4. Single Major Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	EDUC-5101	Introduction to Education	3(3-0)	Nil
2.	EDUC-5102	Education in Pakistan	3(3-0)	Nil
3.	EDUC-5103	Instructional Methods	3(3-0)	Nil
4.	EDUC-5104	Comparative Education	3(3-0)	Nil
5.	EDUC-5105	Educational Psychology	3(3-0)	Nil
6.	EDUC-5106	Educational Assessment and Evaluation	3(3-0)	Nil
7.	EDUC-5107	Curriculum Development	3(3-0)	Nil
8.	EDUC-5108	Guidance and Counselling	3(3-0)	Nil
9.	EDUC-5109	Child Development and Learning	3(3-0)	Nil
10.	EDUC-5110	Educational Planning and Management	3(3-0)	Nil
11.	EDUC-5111	Inclusive Education	3(3-0)	Nil
12.	EDUC-5112	Philosophy of Education	3(3-0)	Nil
13.	EDUC-6101	Organizational Behaviour	3(3-0)	Nil
14.	EDUC-6102	Research Methods in Education	3(3-0)	Nil
15.	EDUC-6103	Statistics & Data Analysis	3(3-0)	Nil
16.	EDUC-6104	Sociology of Education	3(3-0)	Nil
17.	EDUC-6105	Economics and Financing of Education	3(3-0)	Nil
18.	EDUC-6106	Qualitative Research Methods in Education	3(3-0)	Nil
19.	EDUC-6107	Designing & Reporting Research in Education	3(3-0)	Nil
20.	EDUC-6108	Digital Pedagogy and Educational Technology	3(3-0)	Nil
21.	EDUC-6109	Seminars on Trends & Issues in Education	3(3-0)	Nil
22.	EDUC-6110	Ethics and Professionalism in Education	3(3-0)	Nil

23.	EDUC-6113	Teaching Practice - I	6(0-6)	Nil
24.	EDUC-6114	Teaching Practice - II	6(0-6)	Nil
Major Courses Credit Hours Total			78	

Minor courses

Note: Student with single major and one minor will select any one of the following minor groups while students with single major and double minor will select any two of the following minor groups.

S#	Course code	Minor (ELT)	Credit Hours	Prerequisite
1	EDUC-6115	Language skills	3(3-0)	Nil
2	EDUC-6116	Phonetics & Phonology and Introduction to Grammar Teaching	3(3-0)	Nil
3	EDUC-6117	English Grammar & Composition	3(3-0)	Nil
4	EDUC-6118	Teaching of English Language	3(3-0)	Nil
S#	Course code	Minor (Social Studies)		Prerequisite
1	EDUC-6119	History of Muslim Rule in South Asia	3(3-0)	Nil
2	EDUC-6120	Geography	3(3-0)	Nil
3	EDUC-6121	Human Rights Education	3(3-0)	Nil
4	EDUC-6122	Teaching of History & Geography	3(3-0)	Nil
S#	Course code	Minor (General Science)		Prerequisite
1	EDUC-5123	General Science	3(3-0)	Nil
2	EDUC-6124	General Mathematics	3(3-0)	Nil
3	EDUC-6125	Teaching of General Science	3(3-0)	Nil
4	EDUC-6126	Teaching of Mathematics	3(3-0)	Nil
Minor Courses Credit Hours Total			12	

5. Interdisciplinary/Allied courses: minimum 12 credit hours:

Four Interdisciplinary/Allied courses will be offered after 4th semester

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	PSYC-5101	Introduction to Psychology	3(3-0)	Nil
2.	BUSB-5106	Introduction to Management	3(3-0)	Nil
3.	URCS-5108	Introduction to Statistics	3(3-0)	Nil
4.	ULAW-5105	Introduction to Law	3(3-0)	Nil
5.	ITHR-415	Introduction to Human Rights	3(3-0)	Nil
6.	EDUC-6127	Food & Nutrition	3(3-0)	Nil
7.	BUSB-5107	Introduction to Human Resource Management	3(3-0)	Nil
8.	SOWK-6135	School Social Work	3(3-0)	Nil
9.	EDUC-6128	Regional Culture and Literature	3(3-0)	Nil
Interdisciplinary Courses Credit Hours Total			12	

6. Field experience/internship: Minimum 03 credit hours:

Note: Internship & Teaching Practice will be included in 8th semester

1.	EDUC-6112	Internship	3(0-3)	Nil
----	-----------	------------	--------	-----

7. Capstone project: Minimum 03 credit hours:

This project, after the 6th semester, requires faculty supervision and evaluation following department guidelines

1.	EDUC-6111	Research Project	3(3-0)	Nil
----	-----------	------------------	--------	-----

Scheme of Studies
BS in Education

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
Major-1	EDUC-5101	Introduction to Education	3(3-0)	Nil
Major-2	EDUC-5102	Education in Pakistan	3(3-0)	Nil
Major-3	EDUC-5103	Instructional Methods	3(3-0)	Nil

Semester Total Credit Hours: **17****Semester-II**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-4	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE-6	URCG-5112	Fables, Wisdom Literature and Epics	2(2-0)	Nil
GE-7	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-8	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – 1	Non Credit	Nil
Major-4	EDUC-5104	Comparative Education	3(3-0)	Nil
Major-5	EDUC-5105	Educational Psychology	3(3-0)	Nil
Major-6	EDUC-5106	Educational Assessment and Evaluation	3(3-0)	Nil

Semester Total Credit Hours: **17****Semester-III**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-10	URCG-5119	Expository Writing	3(3-0)	Nil
GE-11	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-12	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	EDUC-5107	Curriculum Development	3(3-0)	Nil
Major-8	EDUC-5108	Guidance and Counselling	3(3-0)	Nil
Major-9	EDUC-5109	Child Development and Learning	3(3-0)	Nil

Semester Total Credit Hours: **17****Semester-IV**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-14	URCG-5114	Basic Science	3(2-1)	Nil
GE-15	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-16	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – II	Non Credit	Nil
Major-10	EDUC-5110	Educational Planning and Management	3(3-0)	Nil
Major-11	EDUC-5111	Inclusive Education	3(3-0)	Nil
Major-12	EDUC-5112	Philosophy of Education	3(3-0)	Nil

Semester Total Credit Hours: **16**

Semester-V

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-13	EDUC-6101	Organizational Behaviour	3(3-0)	Nil
Major-14	EDUC-6102	Research Methods in Education	3(3-0)	Nil
Major-15	EDUC-6103	Statistics & Data Analysis	3(3-0)	Nil
Major-16	EDUC-6104	Sociology of Education	3(3-0)	Nil
InterDis	InterDis	Select 1 st Interdisciplinary Course	3(3-0)	Nil
Minor I(1)	Minor I(1)	Select 1 st course from Minor's group	3(3-0)	Nil

Semester Total Credit Hours: 18**Semester-VI**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-17	EDUC-6105	Economics and Financing of Education	3(3-0)	Nil
Major-18	EDUC-6106	Qualitative Research Methods in Education	3(3-0)	Nil
Major-19	EDUC-6107	Designing & Reporting Research in Education	3(3-0)	Nil
Major-20	EDUC-6108	Digital Pedagogy and Educational Technology	3(3-0)	Nil
InterDis	InterDis	Select 2 nd Interdisciplinary Course	3(3-0)	Nil
Minor I(2)	Minor I(2)	Select 2 nd course from Minor's group	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – III	Non Credit	Nil

Semester Total Credit Hours: 18**Semester-VII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-21	EDUC-6109	Seminar on Trends & Issues in Education	3(3-0)	Nil
Major-22	EDUC-6110	Ethics and Professionalism in Education	3(3-0)	Nil
Minor I(3)	Minor I(3)	Select 3 rd course from Minor's group	3(3-0)	Nil
Minor I(4)	Minor I(4)	Select 4 th course from Minor's group	3(3-0)	Nil
InterDis	InterDis	Select 3 rd Interdisciplinary Course	3(3-0)	Nil
InterDis	InterDis	Select 4 th Interdisciplinary Course	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran IV	Non Credit	Nil

Semester Total Credit Hours: 18**Semester-VIII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Capstone	EDUC-6111	Thesis / Capstone Project	3(3-0)	Nil
Internship	EDUC-6112	Internship	3(0-3)	Nil
Major-23	EDUC-6113	Teaching Practice - I	6(0-6)	Nil
Major-24	EDUC-6114	Teaching Practice - II	6(0-6)	Nil

*Internship will be included in 8th semester, as the schools remain close in summer vacation.Semester Total Credit Hours: 18Degree Program Total: 139

URCG-5118**Functional English****3(3+0)****Course Description**

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content) and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Course Objectives

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

1. Develop proficiency in basic English language skills, including reading, writing, speaking, and listening, to effectively communicate in everyday situations.
2. Improve vocabulary and expand the range of words and expressions used in spoken and written English.
3. Enhance grammatical accuracy and develop the ability to apply grammar rules in practical contexts.
4. Demonstrate proficiency in identifying essential information and omitting non-essential details in a précis.
5. Practice paraphrasing and rephrasing skills to convey the meaning of the original text accurately and concisely.
6. Learn to construct well-supported arguments by presenting claims, supporting evidence, and logical reasoning.

Course Outline

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

URCG-5105**Islamic Studies (Compulsory)****2(2-0)****Course Description**

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah..

Course Objectives

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

1. To make students understand the relevance and pragmatic significance of Islam in their lives.
2. To make learners comprehend the true spirit of Islam with reference to modern world.
3. To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
4. To provide Basic information about Islamic Studies
5. To enhance understanding of the students regarding Islamic Civilization
6. To improve Students skill to perform prayers and other worships
7. To enhance the skill of the students for understanding of issues related to faith and religious life.

*Course Outline***Introduction to Qur'anic Studies**

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

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 284-286؛ سورۃ الحجرات آیات 1-18؛؛ سورۃ الفرقان آیات 63-77؛ سورۃ المؤمنون آیات 1-11؛؛ سورۃ الاحزاب آیات 6، 21، 32-33، 40، 56-59؛ سورۃ الانعام آیات 151-153؛؛ سورۃ الصف آیات 1-14؛؛ الحجر آیات 1-18-20؛ آل عمران آیات 190-192؛ النحل آیات 12-14؛ لقمن آیات 20، حم السجده آیت 53)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ

1- اعمال کا اجر نیت پر منحصر ہے۔ 2- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 3- کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 4- ارکان اسلام 5- اسلام، ایمان، احسان اور

قیامت کی نشانیاں، 6- بچوں کی نماز کی تلقین 7- دین کا گہرا فہم اللہ کی خاص عنایت ہے 8- حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت، 9- روز محشر کا محاسبہ، 10- حقوق اللہ

کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11۔ حسن خلق کی عظمت اور فحش و بدگوئی کی مذمت 12۔ دنیا و آخرت کی بھلائی کی ضامن چار چیزیں، 13۔ ہلاک کر دینے والی سات چیزیں، 14۔ بے عمل مبلغ کا عبرت ناک انجام 15۔ ہر شخص نگران ہے اور ہر شخص مسئول

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prohet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین کا نبوی طریق کار، اقامت دین بجمہر خلافت راشدہ، بیثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

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
4. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات،، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نام ور مسلمان سائنسدان)

Pre-Requisite: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam|| , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, —Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence|| Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamia|| Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleemat-e- Islam

URCG-5126

Religious Education/Ethics

2(2-0)

Course Description

Ethics is the branch of philosophy that explores and examines concepts of right and wrong, moral principles, and ethical decision-making. This course will provide students with a comprehensive understanding of ethical theories, principles, and their applications in various contexts. Ethics plays a crucial role in our personal lives, professional endeavors, and interactions within society. It helps the students to navigate complex moral dilemmas, make informed choices, and develop a strong moral compass. By studying ethics, students will explore into the fundamental questions of human behavior, values, and the principles that guide our actions.

Course Objectives

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

1. Understand the definition and scope of ethics as a branch of philosophy.
2. Identify the key components of ethical inquiry and the relevance of ethics in personal and professional life.
3. Explore the intersection between ethics and religious beliefs, science & law and relevant ethical implications and responsibilities.
4. Apply ethical theories and principles to real-life scenarios, demonstrating the ability to evaluate moral dilemmas and make ethically informed decisions.
5. Trace the origins of morality in human instinct and evolutionary development.
6. Analyze different theories moral theories and their applications in daily life.
7. Enhance communication skills to articulate ethical viewpoints effectively, engaging in respectful and persuasive discussions.
8. Explore ethical considerations for professionals, students and teachers as well as entrepreneurs

Course Outline

1. Meaning and Scope of Ethics
2. Relation of Ethics with
 - 2.1 Religion
 - 2.2 Science
 - 2.3 Law
3. Historical Development of Morality
 - 3.1 Instinctive Moral Life
 - 3.2 Customary Morality
 - 3.3 Reflective Morality
4. Moral Theories
 - 4.1 Hedonism (Mill)
 - 4.2 Intuitionism (Butler)
 - 4.3 Kant's Moral Theory
5. Moral Ethics and Society
 - 5.1 Freedom and Responsibility
 - 5.2 Tolerance
 - 5.3 Justice
 - 5.4 Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions
 - 6.1 Judaism
 - 6.2 Christianity
 - 6.3 Islam
7. Professional Ethics

- 7.1 Medical Ethics
- 7.2 Ethics of Students
- 7.3 Ethics of Teachers
- 7.4 Business Ethics

Recommended Texts:

1. Lille, W. (Latest edition). *An Introduction to Ethics*. London: Methuen & Co.
2. Titus, H. H. (Latest edition). *Ethics for Today*. New York: American Book.
3. Hill, T. (Latest edition). *Ethics in Theory and Practice*. N.Y.: Thomas Y. Crowel.
4. Ameer A., S. (Latest edition). *The Ethics of Islam*. Calcutta: Noor Library Publishers.
5. Donaldson, D. M. (Latest edition). *Studies in Muslim Ethics*. London.
6. Sayeed, S. M. A. (Tr.) *Ta'aruf-e-Akhlaqiat*. Karachi: BCC&T, University of Karachi.

URCG-5123 Applications of Information Communication Technologies (ICT) 3 (2+1)**Course Description**

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Course Objectives

1. Explain the basic concepts and components of information technology
2. Familiarize with different computer systems and their components.
3. Describe the functioning and importance of storage devices.
4. Understand the fundamentals of databases and their role in information management.
5. Elaborate the fundamentals of databases and their role in information management.
6. Analyse various physical transmission media used in networking.
7. Use different types of websites and describe their purposes.
8. Explore the benefits, challenges, and ethical considerations of conducting business online.

Course Outline

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Book

1. Vermaat, M. E., & Sebok, S. L. (2022). *Discovering Computers 2022: Digital Technology, Data and Devices*. (17th ed.).

Suggested Books

1. O'Leary, T. J., & O'Leary, L. I. (2021). *Computing Essentials*. (26th ed.). McGraw Hill Higher Education.
2. Fuller, F., Floyd, B., & Larson, B. (2018). *Computers: Understanding Technology*.

EDUC-5101**Introduction to Education****3 (3+0)****Course Description**

The purpose of this course is to examine the evolution of education in the Pakistan with a view to the ideological, philosophical and psychological foundations, historical trends, government involvement, and pedagogical movements. The course will focus on the introduction of basic concepts in education and the Ideological, Philosophical and Psychological foundations of education. The major focus will be on developing an understanding of the education and major terminologies. The course will also throw light on guidance and counseling as an essential component of education. Through this course emphasis will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our cultural context. This course will also be used to develop the ability in prospective teachers to interpret knowledge with its historical, philosophical, ideological and social context, which will lead to produce critical aspects of education both within and outside the school. This course will also explore vital issues across all levels including teacher preparation, education theory, and role of society and community in education process.

Course Objectives

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

1. Define the basic concepts of Education
2. Describe the important features of foundations of Education
3. Understand the role of Education in society
4. Describe the elements of Education
5. Explain the modes of Education

Course Outline

1. Introduction to Education
 - 1.1. Definition of Education
 - 1.2. Education as process and product
 - 1.3. Functions of education
 - 1.4. Elements of Education
2. Modes of Education
 - 2.1. Informal Education
 - 2.2. Formal education
 - 2.3. Non Formal Education
3. Islamic and Philosophical Foundation of Education
 - 3.1. Islamic Foundations of Education
 - 3.1.1. Quran
 - 3.1.2. Hadith
 - 3.1.3. Fiqqah
 - 3.2. Philosophical foundations
 - 3.2.1. Relationship between philosophy and education
 - 3.2.2. Main philosophical thoughts
 - 3.2.3. Contributions of Philosophy towards education
4. Socioeconomic Foundations of Education
 - 4.1. Relationship between education and sociology
 - 4.2. School and Society
 - 4.3. Social conditions and Education
 - 4.4. Economic condition and Education
 - 4.5. Education and Politics
5. Psychological foundations of Education
 - 5.1. Learning
 - 5.2. Maturation
 - 5.3. Relationships between Instruction and Psychology

- 5.4. Contribution of Psychology towards Education
- 5.5. Cognitive teaching strategies and Teacher
- 6. Aims of Education and Curriculum
 - 6.1. Aims of Education (spiritual, Moral, Intellectual, Economic, Vocational, Social and cultural).
 - 6.2. Curriculum, Difference between Curriculum and Syllabus.
 - 6.3. Components of Curriculum (Aims and Objectives, Context and content relations
Procedures, characteristics of good text books)
 - 1.4 Methods of Teaching, Different methods of teaching-evaluation, What, Why, When and how to access.]
- 7. Learning and Methods of Learning
 - 7.1. Strategy, methods and technique
 - 7.2. Traditional methods of teaching
 - 7.3. Non Traditional methods of Teaching
 - 7.4. Comparison in tradition and non-traditional methods
- 8. Society, Community and Education
 - 8.1. Meaning of Society and Community
 - 8.2. Diversity and schooling
 - 8.3. The structure and culture of school
 - 8.4. Role of Education in Development of Society
- 9. Guidance and Counselling
 - 9.1. Definition and difference between Guidance and Counselling
 - 9.2. Need of Educational Guidance
 - 9.3. Role of Guidance in Schools
 - 9.4. Forms of Guidance and Counselling

Recommended Texts:

1. ASER-Pakistan (2019). *Annual Status of Education Report 2018*. Islamabad: Idara Taleem-O-Agahi
2. Bartlett, S., Burton, D. (2016). *Introduction to Education Studies*. NY: SAGE Publications Ltd.

Suggested Readings

1. Semel, S. F. (2018). *Foundations of Education: the Essentials text*. USA: Routledge
2. Shami, P. A. (2015). *Introduction to education*. Lahore: Ilmi Book House.
3. UNESCO (2007). *The Education System in Pakistan: Assessment of the National Education Census*. Retrieved from
<http://unesco.org.pk/education/documents/publications/The%20Education%20system%20in%20pakistan.pdf>

EDUC-5102**Education in Pakistan****3(3+0)****Course Description**

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education. Keeping in view different stages like preprimary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied. Teacher educator will ensure that different components of education like management etc, and statistical awareness, major issues and challenges are also taken into consideration. At the end of this course the students will be able to; understand schooling structure at different levels in Pakistan, decipher the nature and purpose of education in the pre and post-independence period, delineate the historic roots and subsequent development of pre service teacher education in Pakistan, evaluate education in Pakistan in the light of current educational policy, critically analyze educational development at different levels of education i.e. preprimary education, primary education, secondary education and evaluate the issues and challenges in higher education.

Course Objectives

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

1. Understand schooling structure at different levels in Pakistan
2. Decipher the nature and purpose of education in the pre and post -Independence period
3. Delineate the historic roots and subsequent development of pre service teacher education in Pakistan
4. Evaluate education in Pakistan in the light of current educational policy
5. Critically analyse educational development at different levels of education i.e. Pre- primary education, primary education, and secondary education.
6. Evaluate the issues and challenges in higher education.

Course Outline

1. Structure of Education
 - 1.1. Preschool education
 - 1.2. Elementary education
 - 1.3. Secondary education
 - 1.4. Higher secondary Education
 - 1.5. Tertiary education
 - 1.6. Religious education
 - 1.7. Technical and vocational education
2. Administration of Education in Pakistan
 - 2.1. Education after 18th Amendment
 - 2.2. Federal, Provincial and District
 - 2.3. Curriculum development Bureau
 - 2.4. Directorates of Education
 - 2.5. Provincial Education Secretariat
 - 2.6. Provincial curriculum bureaus
 - 2.7. Text book boards
 - 2.8. Staff development centres
 - 2.9. Examinations (BISE, board of technical education)
3. History of Education in Sub-Continent
 - 3.1. The Slaten Period
 - 3.2. Philosophy of Education in Muslim period
 - 3.3. The British period
 - 3.4. Muslim education movements
 - 3.4.1. Deoband and Aligarh movement
 - 3.4.2. Nadva and Jamiia Millia islamia
4. Policy Formulation in Pakistan
 - 4.1. National Education Conference 1947
 - 4.2. National Commission 1959
 - 4.3. NEP 1972-80

- 4.4. NEP 1978
- 4.5. NEP 1992
- 4.6. NEP 1998
- 4.7. NEP 2009
- 4.8. NEP 2017
5. Five years plans of Education
 - 5.1. The First Five Years plan 1955-60
 - 5.2. The second Five Years plan 1960-66
 - 5.3. The Third Five Years plan 1965-70
 - 5.4. The Fourth Five Years plan 1970-75
 - 5.5. The Fifth Five Years plan 1978-83
 - 5.6. The Sixth Five Years plan 1983-88
 - 5.7. The Seventh Five Years plan 1988-93
 - 5.8. The Eights Five Years plan 1993-98
 - 5.9. The Ninth Five Years plan 1998-2003
6. Pre-Service Teacher Education in Pakistan
 - 6.1. Policy perspectives from 1947 to recent
 - 6.2. Teacher training institutions and programs
 - 6.3. New trends in teacher education in Pakistan
 - 6.4. Major issues and challenges
7. Statistical Overview of Education in Pakistan
 - 7.1. Primary
 - 7.2. Secondary
 - 7.3. Tertiary
 - 7.4. Gender Parity
 - 7.5. Quality and expenditures
8. New trends in Education of Pakistan
 - 8.1. Curriculum Reforms
 - 8.2. Human Resource Development Education
 - 8.3. Technological Development and Education
 - 8.4. Education for International Understanding
 - 8.5. Education of world of work
9. Problems and Issues in Education of Pakistan
 - 9.1. Foreign Language
 - 9.2. Education and Politics
 - 9.3. Universalization of Primary Education
 - 9.4. Population Education
 - 9.5. Environmental Education
 - 9.6. Drug Education

Recommended Texts

1. Asian Development Bank (2019). School Education in Pakistan: A Sector Assessment. DOI: <http://dx.doi.org/10.22617/TCS190039>
2. John, S. Brubacher (2000). *Modern Philosophies of Education*, New Delhi: TATA McGraw Hill Publication Co.

Suggested Readings

1. Azeem, A. M., & Ismat, H. I. (2016). *Education and Development of Pakistan: A Study of Current Situation of Education and Literacy in Pakistan*. doi: 10.17265/2161-6248/2016.11.003
2. Shami, P. A. (2011). *Education in Pakistan*. Urdu Print.

EDUC-5103**Instructional Methods****3 (3+0)****Course Description**

This course is designed to help future teachers put instructional theory into practice. It will provide an integrated coverage of methods of classroom instruction, management and assessment. This course is designed to provide students with an opportunity to study, reflect, question, become knowledgeable about, and develop skills in selection and organization of instructional method. The course contains several lessons to include: selection of methods and materials, selection of lesson content, organizing content for effective learning, presenting lessons, and analysing effectiveness of instruction. This course provides help to students in demonstrate the procedures and principles required for the planning and preparation of units of instruction, demonstrate the procedures and principles required to deliver the instructional process and analyse the teaching process in order to improve your own and others' instructional abilities. Different instructional models will provide the framework for acquiring skills in developing instruction to meet the needs of an increasingly diverse student population.

Course Objectives

After completion of this course students will be able to:

1. Explain the basic concepts of instructions
2. Practice different teaching methods in classroom
3. Organize classroom discussion and demonstrate its appropriate use
4. Apply various techniques to motivate students
5. Select appropriate audio visual aids in classroom teaching
6. Prepare lesson plans

Course Outline

1. The concept of Effective Teaching
 - 1.1. Definition of Instruction and Teaching
 - 1.2. Effective Teaching Measures
 - 1.2.1. Knowledge
 - 1.2.2. Abilities
 - 1.2.3. Mind-set
2. Principles of effective teaching
 - 2.1.1. Outcomes
 - 2.1.2. Clarity
 - 2.1.3. Engagement
 - 2.1.4. Enthusiasm
3. Approaches to Teaching Effectiveness
 - 3.1.1. The style approach
 - 3.1.2. The outcome approach
 - 3.1.3. The inquiry approach
 - 3.2. Factors of effective teaching
 - 3.3. Professional Characteristics of an Effective Teacher
 - 3.4. The concepts of Teaching Methods, Strategies and Techniques
4. Lesson Planning in Teaching
 - 4.1. The Need for lesson Planning
 - 4.2. Approaches to lesson Planning
 - 4.3. Weekly Planning and Daily Planning
 - 4.4. Unit Planning and Course Planning
5. Steps in Lesson Planning
 - 5.1. Introduction
 - 5.2. Presentation
 - 5.3. Generalization

- 5.4. Application
- 5.5. Recapitulation
- 6. Inquiry Method
 - 6.1. The Inductive Method
 - 6.2. Deductive Method of inquiry
 - 6.3. Scientific Method
 - 6.4. The Problem Solving Approach
 - 6.5. Advantages and Limitations of Inquiry Method
- 7. Activity Methods & Cooperative learning
 - 7.1. Individual Project
 - 7.2. Group Project
 - 7.3. Research Projects
 - 7.4. Cooperative learning
 - 7.5. Techniques of cooperative learning
 - 7.6. Advantages and Limitations of activity and cooperative Method
- 8. Discussion Method
 - 8.1. What is Classroom Discussion
 - 8.2. Planning the Discussion
 - 8.3. Organizing the Discussion
 - 8.4. Practicing in answering the questions
 - 8.5. Assessing the discussion
 - 8.6. Advantages and Limitations of Discussion Method
- 9. Teaching Skills
 - 9.1. Set induction
 - 9.2. Presentation
 - 9.3. Identify learning difficulties of students
 - 9.4. Prepare lesson according to individual needs
 - 9.5. Students Evaluation
- 10. Teaching Tools
 - 10.1. Selecting the Audio Visual Material
 - 10.2. Planning To Use the Materials
 - 10.3. Preparing For the Audio Visual Activity
 - 10.4. Kinds of AV Materials
 - 10.5. White Board / Marker, Charts, Posters, Maps, Graphs & Models, Text Books, Hand Outs, Projectors, Multimedia

Recommended Texts:

1. Arends, R. I. (2016) *Learning to Teach (7th Edition)*. Boston: McGraw Hill International.
2. Majid, S., & et al. (2016). *General Methods of Teaching*. B.Ed 8601, Allama Iqbal Open University, Islamabad.

Suggested Readings:

1. Killen, R. (2016). *Effective Teaching Strategies: Lessons from Research and Practice (7th edn)*. Cengage Learning Australia: South Melbourne, Victoria
2. Ellington, H., Percival, F. and Race, P. (2015). *Handbook of Educational Technology (3rd Edition)*. London: Kogan Page Limited.
3. Iqbal, Z., & et al. (2017). *Educational Technology*. Allama Iqbal Open University, Islamabad.

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-4	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE-6	URCG-5112	Fables, Wisdom Literature and Epics	2(2-0)	Nil
GE-7	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-8	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – 1	Non Credit	Nil
Major-4	EDUC-5104	Comparative Education	3(3-0)	Nil
Major-5	EDUC-5105	Educational Psychology	3(3-0)	Nil
Major-6	EDUC-5106	Educational Assessment and Evaluation	3(3-0)	Nil

Semester Total Credit Hours: 17

URCG-5127

Seerat of the Holy Prophet (SAW)

3 (3+0)

مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلباء کو مطالعہ سیرت طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی سنی اور مدنی زندگی کا اس طرح مطالعہ کر دانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلباء کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خانہ دانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالات زندگی
2	بیعت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بیعت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستانی، ساسانی
3	بیعت نبوی	۱۔ سنی عہد میں دعوت اسلام
4	بیعت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	مخصص النبی	آپ بطور پیغمبر امن
6	مخصص النبی	بہشت استاد و معلم
7	مخصص النبی	بہشت تاجر
8	مخصص النبی	بہشت سربراہ و سیاست
9	مخصص النبی	ذاتی محاسن اور عالمگیر اثرات

نمبر	نام کتاب	نام مؤلف
10	مختصر النسخ النبوی	
11	اسوہ حسنہ اور عمر حاضر	غیر منسلکوں سے تعلقات
12	اسوہ حسنہ اور عمر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عمر حاضر	مشترقین اور مطالعہ سیرت
15	اسوہ حسنہ اور عمر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عمر حاضر	مشترقین کے اعتراضات اور ان کے جوابات

نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن ہشام	السیرۃ النبویہ
2	مولانا شبلی نعمانی، سید سلمان ندوی	سیرۃ نبوی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ اللعالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یحییٰ مظهر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	الانسان کامل

حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	اربعین الختم
3	پیر محمد کرم شاہ، ڈاکٹر زہری	شیاد انبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الضیاء، العری	السیرۃ النبویۃ الصحیحۃ
5	مولانا محمد رفیق دانا پوری	صبح السیر

محمد رفیق

URCG-5112

Fables, Wisdom Literature and Epics

3 (3+0)

Course Description

This course has three components containing both readings and related activities: The first component is about fables—that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa'di. The third component is on the world's largest epic—the Shāhnāma (Book of Kings) of another literary giant, Firdausi. Through this course students will be able to understand the historical background of classic traditions of writers.

Course Objectives

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

1. Identify the key themes and moral lessons conveyed in the fables studied, including "The Lion and the Bull," "The Ring-dove," and "The Owls and the Crows."
2. Analyze and interpret selected poems from Bāng-i Darā, exploring the literary techniques employed by the author and understanding the underlying messages or emotions conveyed.
3. Examine Gulistān-e Sa'di and analyze the selected Hikāyāt (stories) within the text, recognizing the cultural and moral significance conveyed through the narrative.
4. Understand the historical context and cultural importance of the Shāhnāma of Firdausi, the world's largest epic, and identify key characters, events, and themes within the epic.
5. Compare and contrast the stylistic elements, themes, and messages across the different components of the course, including fables, selected poems from Bāng-i Darā, Gulistān-e Sa'di, and the Shāhnāma of Firdausi.

Course Outline

1. Fable
 - 1.1 The Lion and the Bull
 - 1.2 The Ring-dove
 - 1.3 The Owls and the Crows.
2. Selected Poems from Bāng-i Darā
 2. Gulistān-e Sa'di
 - 2.1 Selected Hikāyāt from Gulistan-e Sa'di
3. The Shāhnāma of Firdausi

Recommended Readings

1. Thackston, W.(2000).A Millennium of Classical Persian Poetry Maryland: IbeX Publishers.
2. John T. Platts,(1876), *The Gulistan; or, Rose Garden of Shaikh Muslihu 'd- Dīn Sa 'dī of Shīrāz* (London: Wm. II. Allen.
3. Chishtī, Y (1991) *Sharaḥ-i bāng-i darā* (Lāhaur: Maktaba-i ta 'mīr-i insāniyat)

URCG-5116**A science of Society-1****2(2-0)**

Course Description

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Learning Outcomes:

The course has following outcomes: It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines:

1. Introduction to Social Sciences

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

2. Society and Community, Historical evolution of Society

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

3. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

4. Culture and Society

- Idea of Culture, Assumptions of Culture
- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

5. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

6. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

7. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

8. Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). *Sociology* (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). *Sociology* (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) *Pakistan - Social and Cultural Transformation in a Muslim Nation*.
5. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 ‘Introducing Economic Sociology’, Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) ‘The colonial legacy in India and Pakistan’, in *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) *Issues in Pakistan’s Economy: A Political Economy Perspective*. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) *The Politics of Common Sense: State, Society and Culture in Pakistan*. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., *The Handbook of Economic Sociology*, Chapter 1 ‘Introducing Economic Sociology’, Princeton University Press, Princeton.

URCG-5120

Exploring Quantitative Skills

3(3+0)

Course Description

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Course Outline

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

URCG-5111

Translation of the Holy Quran – I

1 (1+0)

Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To familiarize the students to keys and fundamentals of recitation of the holy Quran. To develop the skill of the students of recitation the last revelation. Students will learn the basic Arabic grammar in a practical way. To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> تیسواں پارہ - ناظرہ مع تجوید بنیادی عربی گرامر اسم اور اسکے متعلقات: اسم فاعل، مفعول، تفضیل، مبالغہ فعل اور اسکی اقسام: ماضی، مضارع، امر، نہی حرف اور اسکی اقسام: حروف علت، حروف جارہ، مشبہ بالفعل
Memorization:	تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)

EDUC-5104**Comparative Education****3 (3+0)****Course Description**

Education system in any country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Comparative education is an educational science. Comparative Education is included as a professional course. The education system in a country cannot be isolated from the education systems of other countries. Keeping in view the requirement of equivalence in a global world, it is important to compare the education system of Pakistan with those of other developing and developed countries. Knowledge about the education systems of various countries assists policymakers in reflecting on education in the context of competition and excellence. This course provides a deep insight of different educational systems and enables students to make comparative critical analysis with special reference to Pakistan.

Course Objectives

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

1. Analyse the concept and scope of comparative education.
2. Differentiate among approaches of comparative education..
3. Evaluate primary education in comparative perspective.
4. Analyse secondary education in comparative perspective.
5. Critically analyse higher education in comparative perspective
6. Discuss the status of teacher education in comparative perspective.

Course Outline

1. Comparative Education: Introduction
 - 1.1. Introduction
 - 1.2. Objectives
 - 1.3. Concept and Scope of Comparative Education
 - 1.3.1. The Concept of Comparative Education
 - 1.3.2. The Scope of Comparative Education Comparative Vs International Education: An Analysis
 - 1.4 Historical Development of Comparative Education
 - 1.5 Comparative Education: Trends and Issues
2. Concept of Educational Approaches
 - 2.1. Introduction
 - 2.2. Objectives
 - 2.3. Concept and Scope of Educational Approaches
 - 2.4. Types of Educational Approaches
 - 2.5. Conflict Theory
 - 2.6. Open System Theory
3. Primary Education
 - 3.1. Introduction
 - 3.2. Objectives
 - 3.3. Nature of Primary Education
 - 3.4. Concept and Scope of Primary Education
 - 3.5. Primary Education in Comparative Perspectives
4. Secondary Education
 - 4.1. Introduction
 - 4.2. Objectives
 - 4.3. Concept and Scope of Secondary Education
 - 4.4. Secondary Education in Comparative Perspectives

- 4.4.1.Secondary Education in USA
- 4.4.2.Secondary Education in UK
- 4.4.3.Secondary Education in India
- 4.4.4.Secondary Education in Pakistan
- 4.4.5.Secondary Education in Malaysia
- 4.4.6.Comparison between Eastern and western countries in secondary education
- 5. Higher Education
 - 5.1. Introduction
 - 5.2. Concept and Scope of Higher education
 - 5.2.1.Concept of Higher Education
 - 5.2.2.Scope of Higher Education
 - 5.3. Bologna Process in Higher Education
 - 5.4. University Education in Comparative Perspectives;
 - 5.4.1.United States of America (USA)
 - 5.4.2.UK
 - 5.4.3.Pakistan
 - 5.4.4.India
- 6. Teacher Education
 - 6.1. Introduction
 - 6.2. Objectives
 - 6.3. Concept of Teacher Education
 - 6.4. Scope of Teacher Education
 - 6.5. Teacher Education in Comparative Perspective
 - 6.5.1.USA
 - 6.5.2.UK
 - 6.5.3.Pakistan
 - 6.5.4.India
- 7. Special Education
 - 7.1. Introduction
 - 7.2. Objectives
 - 7.3. The Concept and Scope of Special Education
 - 7.4. Special Education in
 - 7.4.1.Pakistan
 - 7.4.2.United Kingdom
 - 7.4.3.India
 - 7.4.4.Norway
- 8. Curriculum Planning and Development
 - 8.1. Introduction
 - 8.2. Objectives
 - 8.3. Curriculum Planning
 - 8.4. Curriculum Development
 - 8.5. Concept and Scope of Curriculum Development
 - 8.6. Essential Considerations for Curriculum Development
 - 8.7. Phases and Steps in Curriculum Development
 - 8.8. Curriculum Development in Comparative Perspectives
 - 8.8.1.Curriculum Development in United States of America
 - 8.8.2.Curriculum Development in United Kingdom
 - 8.8.3.Curriculum Development in India
 - 8.8.4.Curriculum Development in Pakistan
- 9. Comparison: Distance Education System
 - 9.1. Introduction
 - 9.2. Objectives
 - 9.3. Concept and Scope of Distance Education System
 - 9.4. Comparative Distance Education System:

9.4.1. Canada

9.4.2. UK

9.4.3. Pakistan

9.4.4. India

9.5 Comparisons of different Distance Education Systems

Recommended Text:

1. Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*, London: Macmillan International Higher Education.
2. Costa, A.L. & Lowery, L.F. (2014). *Techniques for teaching thinking*, Melbourne: Hawker Brownlow

Suggested Readings:

1. Moon, J. (2007). *Critical thinking: An exploration of theory and practice*, USA: Routledge
2. McPeck, J. E. (2016). *Teaching critical thinking: Dialogue and dialectic*, USA: Routledge.

EDUC-5105**Educational Psychology****3(3+0)**

Course Description

Educational psychology both draws from and contributes to cognitive science and the learning sciences. Educational psychology has seen rapid growth and development as a profession in the last twenty years. Educational psychology has been built upon theories of operant conditioning, functionalism, structuralism, constructivism, humanistic psychology, Gestalt psychology, and information processing. Teaching and learning in which individuals had to think about individual differences, assessment, development, the nature of a subject being taught, problem solving, and transfer of learning was the beginning to the field of educational psychology. The course is designed to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning. The course is intended to improve the reading, writing and communication skills of students.

Course Objectives

After the successful completion of the course, the participants will be able to:

1. Understand the need and importance of psychology in education
2. Comprehend the scope, methodology and usefulness of educational psychology in effective teaching
3. Develop an insight into various concepts and theories of educational psychology pertaining to motivation, intelligence, personality, classroom management effective teaching and their educational implications
4. Develop skills to understand and identify the individual and cultural differences among the students to improve their teaching by adopting appropriate strategies
5. Adopt the measures to enhance the creative potentials of themselves as well as of their students

Course Outline

1. Introduction
 - 1.1. Meaning and nature of psychology
 - 1.2. Meaning and nature of educational psychology
 - 1.3. Educational psychology: Some basic problems to solve simultaneously
 - 1.4. Scope and utility of the study of educational psychology: Teachers, teaching & educational psychology
 - 1.5. Methods of educational psychology Conclusion: Teachers, teaching and learners; learning, and educational psychology
2. Teaching learning process
 - 2.1. Learning Process
 - 2.2. Understanding the Learner, Characteristics of Learner, Laws of learning
 - 2.3. Skill learning; stages and conditions
 - 2.4. Concept learning
 - 2.5. Problem solving, discovery and creativity, conditions and steps
3. Human growth and Development
 - 3.1. Physical growth and development
 - 3.2. Cognitive growth and development , Cognitive theories
 - 3.3. Social and moral development, social Learning theory
 - 3.4. Morality: early theories
 - 3.5. Emotional development
4. Theories of Learning
 - 4.1. Associative theories

- 4.1.1. Associationism
- 4.1.2. Conditioning
- 4.1.3. Extinction and recovery
- 4.1.4. connectionism
- 4.2. Cognitive theories
 - 4.2.1. Gestalt Psychology
 - 4.2.2. Learning by insight
- 5. Motivation: Theory and Practice
 - 5.1. Concept of motivation.
 - 5.2. Types of motivation
 - 5.3. Functions of motivation
 - 5.4. Theories of motivation.
 - 5.5. Strategies for motivation
- 6. Educational psychology in contemporary classrooms
 - 6.1. The contemporary ecology of classroom
 - 6.2. ICT in Learning and Teaching
 - 6.3. ICT transforming learning
 - 6.4. ICT transforming pedagogy
 - 6.5. Transforming Inclusive Education
- 7. Mental Health
 - 7.1. Concept and nature
 - 7.2. Symptoms and causes of maladjustments
 - 7.3. Adjustments mechanisms
 - 7.4. Mental health in schools
 - 7.5. Mental health of the teacher
 - 7.6. Mental hygiene at home
- 8. Teaching for Learning (i.e. Effective Teaching)
 - 8.1. Planning for effective teaching
 - 8.2. Teaching large & small groups effectively
 - 8.3. Characteristics of effective teachers
 - 8.4. Matching methods to goals
- 9. Culture and Diversity
 - 9.1. Today's diverse classroom and Learning needs
 - 9.2. Economic and social class differences
 - 9.3. Ethnicity and race in teaching and learning
 - 9.4. Difference of gender
 - 9.5. Multicultural education
 - 9.6. Language diversity
- 10. Complex Cognitive Process
 - 10.1 Metacognition
 - 10.2 Learning strategies
 - 10.3 Problem solving
 - 10.4 Critical thinking
 - 10.5 Teaching for transfer

Recommended Text:

1. Santrock, J. W. (2018). *Educational Psychology*. Boston: McGraw –Hill.
2. Sprinthall, N.A., and Sprinthall, R.C., and Oja, S.N. (2014). *Educational psychology: A Developmental approach*. New York: McGraw Hill Inc.

Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational Psychology & Guidance*. Islamabad: AIOU.
2. Rashid, M. (comp.) (2016). *Allied Material of Educational Guidance and Counseling*. Islamabad: AIOU.

3. Dash, B.N., Dash, N., and Rath, M.P. (2012). *A text book of Educational Psychology*. New Delhi: Dominant Publishers and Distributors.

EDUC-5106**Educational Assessment & Evaluation****3(3+0)****Course Description**

The purpose of this course is to provide basic understanding of fundamental concepts of Educational Assessment and Evaluation. The course is designed to assist students in developing a knowledge base of what teachers should know and be able to do in relation to educational assessment. Upon completing this course the students will be expected to develop, administer, score and report an achievement test with considering the evidences of reliability and validity. Students will be able to construct and a valid and reliable achievement test for assessing classroom teaching. Further, students will become familiar with the alternate assessment techniques and ultimate scoring and reporting in appropriate way. The focus of this course will be on practical application of the assessment and evaluation procedures in class room teaching context. This will enable the students to know how to develop relevant educational assessment, describe fundamental aspects on the quality of assessment procedures, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures and use the results of standardized tests to help make decisions about students and educational systems.

Course Objectives

After studying this course the students will be able to:

1. Comprehend and apply various tools and techniques of measuring student's progress.
2. Understand the importance of educational assessment and action research in educational decision making
3. Construct and analyze various types of test items.
4. Construct and validate various types of classroom tests in accordance with the course objectives and nature of content for different school subjects
5. Understand and apply different statistical techniques to interpret student's scores in different fields.
6. Report the students' results, scores or grades according to principles of measurement and evaluation in education
7. Understand and elaborate main characteristics of a good test.

Course Outline

1. Introduction
 - 1.1. Understanding of basic concepts : Testing, measurement, assessment, evaluation and accountability etc
 - 1.2. Role of assessment in teaching and learning process
 - 1.3. Types of assessment procedures
 - 1.4. General principles of assessment
 - 1.5. Assessment and instructional process
2. Instructional objectives
 - 2.1. Criterion for selecting appropriate objectives
 - 2.2. Stating educational objectives : Various methods & approaches
 - 2.3. Taxonomies of educational objectives and their use in assessment
3. Planning and Developing Classroom Tests and assessment
 - 3.1. The purpose of class room testing
 - 3.2. Development of table of specification
 - 3.3. Selecting appropriate test items
 - 3.4. Preparing relevant test items
 - 3.5. Objective test items
 - 3.6. Essay questions
 - 3.7. Interpretive exercise
 - 3.8. Measuring complex achievement
 - 3.9. Performance based assessment
4. Test construction and Qualities of good tests
 - 4.1. Test construction
 - 4.2. Planning , organizing, administrating and scoring a test
 - 4.3. Item analysis
 - 4.4. Standardization of tests

- 4.5. Reliability and Validity
- 4.6. Adequacy and Objectivity
- 4.7. Differentiability and Usability
- 5. Evaluating Typical Behavior / Affective Domain
 - 5.1. Observation: Anecdotal record, checklists, rating scales, socio-metrics
 - 5.2. Self reports and peer appraisal
- 6. Analysis and interpretation of Test Results / Scores
 - 6.1. Scores and types of scores
 - 6.2. Graphic representation of scores
 - 6.3. Frequency distribution
 - 6.4. Measures of central tendency
 - 6.5. Measures of variability
 - 6.6. Correlation
- 7. Reporting and Grading of Results
 - 7.1. Functions of grading and reporting systems
 - 7.2. Types of grading and reporting system
 - 7.3. Reporting the grades to students parents and administrators of schools
 - 7.4. Counseling of students after reporting the grade.
- 8. Practical work
 - 8.1. Development of tests
 - 8.2. Preparing tests and finding out its reliability and validity

Recommended Text:

1. Butler, S. M., & McMunn, N. D. (2018). *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*, San Francisco: Jossey-Bass.
2. Dann, R. (2012). *Promoting assessment in learning --- Improving the learning process*. London: Routledge.

Suggested Readings:

1. Arends, R. I. (2004). *Learning to teach*. Boston: McGraw Hill
2. Broich, G. and Kubiszun, T. (2003). *Education Testing & Measurement*. Snigapore : John Wiley and Sons.
3. Managal, S.K. (2012). *Statistics in Psychology & Education*. New Delhi :Prentice Hall of India

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-10	URCG-5119	Expository Writing	3(3-0)	Nil
GE-11	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-12	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	EDUC-5107	Curriculum Development	3(3-0)	Nil
Major-8	EDUC-5108	Guidance and Counselling	3(3-0)	Nil
Major-9	EDUC-5109	Child Development and Learning	3(3-0)	Nil

Semester Total Credit Hours: 17

URCG-5119

Expository Writing

3 (3+0)

Course Description

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Course Objectives

1. At the completion of this course students will be able to:
2. Understand the basics of the writing process, including the stages of essay writing.
3. Develop skills in outlining essays to organize thoughts and structure ideas effectively.
4. Learn how to set goals and develop a personalized learning plan.
5. Understand the structure and significance of oral presentations.
6. Practice various reading strategies such as skimming, scanning, SQW3R, annotating, detailed reading, and note-taking.
7. Familiarize students with different types of *letters and the format and structure of a letter*.

Course Outline

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and free writing
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

URCG-5121**Tools for Quantitative Reasoning****3 (3+0)****Course Introduction**

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Course Objectives

1. Students will be introduced to the above listed concepts, and they will be prepared to apply these concepts to practical life scenarios.
2. This course will enhance their ability to deal with scenarios involving quantitative reasoning skills in a logical manner which they can face in their practical lives.
3. It will prepare students to deal with different forms of data occurring in professional, social and natural sciences.
4. Students will be introduced to scenarios involving functions and probability in different disciplines.
5. This course will prepare the students to apply the quantitative reasoning skills in other disciplines.
6. This course will provide solid foundation for students to use the quantitative reasoning skills in solving practical life problems.

Course Outline

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zambat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, SultanChand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

Course Description:

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Course Outline

1. Ideology of Pakistan
 - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
 - Two Nation Theory and Factors leading to Muslim separatism.
2. Constitutional Developments
 - Salient Feature of the Government of India Act 1935
 - Salient Feature of Indian Independence Act 1947
 - Objectives Resolution
 - Salient Feature of the 1956 Constitution
 - Developments leading to the abrogation of Constitution of 1956
 - Salient features of the 1962 Constitution
 - Causes of failure of the Constitution of 1962
 - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
3. Fundamental rights
4. Principles of policy
 - Federation of Pakistan
 - President
 - Parliament
 - The Federal Government
5. Provinces
 - Governors
 - Provincial Assemblies
 - The Provincial Government
6. The Judicature
 - Supreme Court
 - High Courts
 - Federal Shariat Courts
 - Supreme Judicial Council
 - Administrative Courts and tribunals
7. Islamic Provisions in Constitution
8. Significant Amendments of Constitution of Pakistan 1973

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

EDUC-5107**Curriculum Development****3(3+0)****Course Description**

Curriculum is one of the four basic components of education i.e., teacher, student, curriculum and school. Curriculum is the pathway through which the objectives of education are attained whereas instruction is how this curriculum (content) is communicated to the students. Today we talk about the school curriculum and curriculum guides which are documents from the results of planning and development. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. The career and technical and technical curriculum focuses not only on the educational process but also on the tangible results of that process. This course focuses on curriculum within the context of career and technical education. This course also focuses primarily on content and areas related to it. It encompasses the macro or broadly based activities that impact on a wide range of programs, courses, and student experiences. In fact, the curriculum should define the institution's mission and goals.

Course Objectives

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

1. Understand basic concepts of curriculum and instruction
2. Comprehend and evaluate the process of curriculum development and change in general and in Pakistani context in particular
3. Review and evaluate the curriculum reforms that have taken place in Pakistan so far
4. Understand and evaluate the basic principles, models and approaches to the curriculum organization and design
5. Review and understand the critical issues, problems and trends in curriculum development and instruction
6. Describe the process of curriculum evaluation both in national and international context
7. Evaluate the quality and worth of our local text books, curricula and syllabi

Course Outline

1. Introducing Curriculum
 - 1.1. The nature of curriculum
 - 1.1.1. Important definitions
 - 1.1.2. Characteristics of curriculum
 - 1.1.3. Broad components of curriculum
 - 1.1.4. Need of curriculum
 - 1.1.5. Scope of curriculum
2. Curriculum planning and Development
 - 2.1. Characteristics of Curriculum planning
 - 2.2. Process of Curriculum development
 - 2.3. Basic principles of Curriculum development
 - 2.4. Elements of curriculum
3. History of curriculum development in Pakistan
 - 3.1. Curriculum development in Islam
 - 3.2. Curriculum development in Sub-Continent
 - 3.3. Curriculum development since 1947
 - 3.4. Curriculum development under various educational policies
4. Foundations of Curriculum:
 - 4.1. Philosophical foundations
 - 4.2. Historical foundations
 - 4.3. Psychological foundations
 - 4.4. Socio-cultural foundations
 - 4.5. Economic foundations
5. Conceptual framework of curriculum
 - 5.1. Need for conceptual framework
 - 5.2. Relationship among the elements
 - 5.3. Models of curriculum development
 - 5.3.1. Objective Model, Contents model, Process model

- 5.3.2. Integration vs. differentiated curriculum
- 5.3.3. Teacher vs. student centred curriculum
- 5.3.4. Top down vs. bottom up curriculum
- 6. Curriculum Development Process
 - 6.1. Formulation of objectives
 - 6.2. Selection of content
 - 6.3. Approaches to content organization
 - 6.4. Selection and organization of methods
 - 6.5. Bases for selecting instructional methods
 - 6.6. Curriculum Evaluation
 - 6.7. Curriculum development process in Pakistan
- 7. Curriculum Goals, Aims and Objective:
 - 7.1. Taxonomies of educational objectives
 - 7.2. Cognitive domain
 - 7.3. Affective domain
 - 7.4. Psychomotor domain
 - 7.5. The development of objectives
 - 7.6. Critique of models of objectives
- 8. Content selection , organization principles and procedures
 - 8.1. The selection of curriculum content
 - 8.2. Procedures for content selection.
 - 8.2.1. The judgemental procedure
 - 8.2.2. The experimental procedure
 - 8.2.3. The analytical procedure
 - 8.2.4. The consensual procedure
 - 8.3. Principals of curriculum organization
 - 8.3.1. What is curriculum organization
 - 8.3.2. Criteria for effective curriculum organization
- 9. Curriculum Evaluation
 - 9.1. Definition, components, and kinds of evaluation, (Summative, formative, diagnostic etc.)
 - 9.2. Traditional and progressive notions of curriculum monitoring and evaluation
 - 9.3. Role of evaluation in curriculum improvement
 - 9.4. Process and practices of curriculum evaluation
 - 9.5. Curriculum evaluation in Pakistan and its implications
 - 9.6. Contemporary issues of curriculum evaluation
- 10. Comparative perspective of curriculum development.
 - 10.1. Curriculum development in USA
 - 10.2. Curriculum development In UK
 - 10.3. Curriculum development in Canada
 - 10.4. Curriculum development in Russia.
 - 10.5. Curriculum development in Japan.
 - 10.6. Curriculum development China.
 - 10.7. Curriculum development in Malaysia.
 - 10.8. Curriculum development in Pakistan

Recommended Text:

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing A Curriculum: A practical guide*. Routledge.
2. Rashid, M. (2012). *Allied material of curriculum development and instruction*. Allama Iqbal Open University, Islamabad
3. Bhatti, M. A., & et al. (2017). *Curriculum Development*. Allama Iqbal Open University, Islamabad

Suggested Reading:

1. Oliva, P.F. (2015). *Developing The Curriculum*. (4th Ed.). New York: Longman.
2. Limon E. K, (2014). *Handbook of Curriculum Development*. <http://www.pdfbook.co.ke>
3. Sharma, R. C. (2002). *Modern Methods of Curriculum Organization*. New Delhi: Commonwealth.

EDUC-5108**Guidance & Counselling****3(3+0)**

Course Description

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable students to identify areas of guidance and counselling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counselling and the development of students' counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable students to design school-wide guidance and counselling programs. This course demonstrates knowledge of the importance of guidance and counselling to teachers and students and critically analyses the concepts, scope, and theories that govern the process of guidance and counselling.

Course Objectives

Students will be able to

- On successful completion of this course, learners will be able to:
- Demonstrate knowledge of the importance of guidance and counselling to support the teachers role in the classroom
- Explain the role of various members of a guidance and counselling system in supporting learners in addressing their future choices and social challenges
- Demonstrate the skills of student in making responsible social choices and decisions
- Assist students in making informed choices to solve personal, educational and social problems they confront
- Refer students to resources that can assist them in solving social and personal problems they encounter.

Course Outline

1. Introduction to Guidance and Counselling
 - 1.1. Define and differentiate Guidance and Counselling
 - 1.2. Objectives of Guidance
 - 1.3. Principles of Guidance
 - 1.4. List the various members of a counselling team and explain their responsibilities
2. The role of guidance and counselling personnel
 - 2.1. Teacher in guidance and counseling
 - 2.2. Psychologist in student services
 - 2.3. Administrator in guidance and counseling
 - 2.4. Career Counsellor
 - 2.5. Librarian in guidance and counseling
3. Techniques of Guidance
 - 3.1. How the teacher can assist the learner to make informed choices to guide their future
 - 3.2. Assisting the learner in personal and social development
 - 3.3. Developing guidance skills: questioning techniques, active listening
4. Basic skills of Counselling
 - 4.1. Identifying elementary social problems the classroom teacher can resolve
 - 4.2. Exercising basic counseling skills in a controlled situation
 - 4.3. Evaluating basic counseling techniques among peers
5. Services of Guidance
 - 5.1. Orientation service
 - 5.2. Testing service
 - 5.3. Educational and occupational services
 - 5.4. Counselling services
 - 5.5. Placement services

- 5.6. Follow up services
- 5.7. Research & evaluation services
- 6. Evaluation of the guidance program
 - 6.1. Types of evaluation in guidance and counseling
 - 6.2. Program evaluation
- 7. Cumulative Record Card
 - 7.1. Nature and purpose of the Cumulative Record
 - 7.2. Card (CRC)
 - 7.3. Advantages of the CRC
 - 7.4. Design of CRC
- 8. Guidance
- 9. New Trends in counseling

Recommended Text:

1. Rao, V.K. & Reddy, R.S. (2017). *Academic Environment: Advice, Counsel and Activities*. New Delhi: Ashish Publishing

Suggested Readings:

1. Gupta Sarla. (2015). *Career and Counselling Education*, Dehli: Hardy Publishers.
2. Sharma, V.K. (2015). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Publications

EDUC-5109**Child Development and Learning****3(3+0)****Course Description**

The course highlights the development stages of child and learning aspects of child development. This course introduces students to understand and describe the basic terminology, history, research methodology, stages and issues in child development and evaluate various theories and approaches to the study of child development and explain the role and contribution of various theories of child development in teaching and learning process. The course provides students with a basic understanding of various theories of child development relevant to facilitating growth and development of the whole child during the first six years of life. This course provides knowledge of how children within a given age span typically develop and learn. It provides a general framework to guide teachers in preparing the learning environment, considering curriculum, designing learning experiences, and teaching and interacting with children. Through this course emphasis is placed on development which enables one to reach physical, mental, emotional and social maturity. Course is also important for educators to know the theories of Piaget, Vygotsky, Erikson, and Gardner and the sequences in which children gain specific concepts, skills, and abilities, building on prior development and learning.

Learning Outcomes:

After studying the course the student teachers would be able to:

1. Describe the basic terminology, history, research methodology, stages and issues in child development
2. Evaluate various theories and approaches to the study of child development
3. Explain the role and potential contribution of various theories of child development in the teaching and learning process
4. Relate different professional techniques and domains of development like physical, cognitive, moral, emotional and social
5. Elaborate on the development of children at infancy, childhood, and adolescence in the domains of physical, cognitive, moral, emotional and social development
6. Explain the benchmarks of each stage of child development

Course Outline

1. Introduction.
 - 1.1. Difference between growth and development
 - 1.2. Some critical issues in the study of child development: Controversies
 - 1.3. Historical roots of the child development
 - 1.4. A framework for studying child development: Major domains and processes of development
 - 1.5. Developmental stages and benchmarks of the stages of child development
2. Understanding Development: A Brief Review of Developmental Theories
 - 2.1. Classification of developmental theories
 - 2.2. Major Biology-based theories of child development
 - 2.3. Major psychoanalytical theories of development
 - 2.4. Freud's theory and stages of development
 - 2.5. Eriksson's psychosocial theory
 - 2.6. Kohlberg moral development theory
3. Emotional development:
 - 3.1. Development of emotions, nature, characteristics
 - 3.2. Some basic Emotions
 - 3.3. Emotional development: infancy to adolescence
 - 3.4. Causes of emotional disturbances
 - 3.5. Role of school and family in treating emotional disturbances
4. Social Development
 - 4.1. Self-concept during early adolescence
 - 4.2. Self-esteem and its development
 - 4.3. Influence of parents' behavior on young children's development: Parenting styles
 - 4.4. Role of family in Social development
5. Physical Development

- 5.1. Physical development at Infancy
- 5.2. Physical development at Childhood
- 5.3. Physical development at Adolescence
- 6. Moral Development
 - 6.1. Piaget and Kohlberg's theories.
 - 6.2. Culture and morality: Impact Of culture on morality
 - 6.3. Activities and applications related to children
 - 6.4. Benchmarks in moral development
- 7. Introduction to Learning.
 - 7.1. Significance & scope
 - 7.2. The views of classical thinkers about learning Plato, Aristotle, Descartes, Thomas Hobbes, John Locke, Berkley, David Hume, Immanuel Kant, John S. Mill.
- 8. Modern Classification of Learning Theories.
 - 8.1. Various categorizations or classifications of learning theories
 - 8.2. Different paradigms of learning theories
 - 8.2.1. Predominantly functionalistic paradigm
 - 8.2.2. Predominantly associationistic paradigm
 - 8.2.3. Predominantly cognitive paradigm
 - 8.2.4. Predominantly physiological paradigm
 - 8.3. Eclectic learning theory / eclectic approach to learning
 - 8.4. Contemporary directions for learning theories.
- 9. Theories of Learning
 - 9.1. Thorndike's Connectionism
 - 9.2. B.F. Skinner's Operant Conditioning
 - 9.3. I.P. Pavlov's Classical Conditioning
 - 9.4. Vygotsky's social learning theory
 - 9.5. Jean Piaget's Cognitive Learning Theory

Recommended Texts:

1. Kail, R. V., & Cavanaugh, J. C. (2019). *Human development: A life-span view*. Boston: Cengage Learning
2. Moore, R. C. (2017). *Childhood's domain: Play and place in child development*. London: Routledge

Suggested Readings:

1. Arif, H. A. (2003). *Human Development and Learning*. Lahore: Majeed Book Depot.
2. Kail, R.V. and Zolner, T. (2012). *Children: A Chronological Approach* (3rd ed.). Toronto: Pearson Education Canada.
3. Pritchard, A. (2017). *Ways of learning: Learning theories for the classroom*. London: Routledge

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-14	URCG-5114	Basic Science	3(2-1)	Nil
GE-15	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-16	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – II	Non Credit	Nil
Major-10	EDUC-5110	Educational Planning and Management	3(3-0)	Nil
Major-11	EDUC-5111	Inclusive Education	3(3-0)	Nil
Major-12	EDUC-5112	Philosophy of Education	3(3-0)	Nil

Semester Total Credit Hours: 16

URCG-5114

Basic Science

3(3+0)

Course Description

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

Recommended Texts

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forestlandscapes: broadscale consideration*. 1st Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

URCG-5124

Entrepreneurship

2(2+0)

Course Description

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Objectives

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

1. To enhance the ‘entrepreneurial intentions’ of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Course Outline

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg’s Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of “Small” Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students’ Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter’s five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

URCC-5125**Civics and Community Engagement****2(2-0)****Course Description:**

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Course Objectives

After completing this course, students will be able to

1. Understand the concepts of civic engagement, community development, and social responsibility.
2. Understand rights and responsibilities of citizenship
3. Understand cultural diversity in local and global context
4. Analyze the significance of civic participation in promoting social justice, equity, and
5. democracy.
6. Examine the historical and contemporary examples of successful civic and community engagement initiatives.
7. Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
8. Explore the ethical implications and dilemmas associated with civic and community engagement.
9. Develop practical skills for effective community organizing, advocacy, and leadership.
10. Foster intercultural competence and respect for diversity in community engagement efforts.
11. Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
12. Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Outline**1. Introduction to Civics & Community Engagement**

- 1.1 Overview of the course: Civics & Community Engagement
- 1.2 Definition and importance of civics
- 1.3 Key concepts in civics: citizenship, democracy, governance, and the rule of law
- 1.4 Rights and responsibilities of citizens

2. Citizenship and Community Engagement

- 2.1 Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- 2.2 Approaches and Methodology for Active Citizenship

3. Identity, Culture, and Social Harmony

- 3.1 Concept and Development of Identity, Group identities
- 3.2 Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- 3.3 Religious Diversity (Understanding and affirmation of similarities & differences)
- 3.4 Understanding Socio-Political Polarization
- 3.5 Minorities, Social Inclusion, Affirmative actions

4. Multi-cultural society and inter-cultural dialogue

- 4.1 Inter-cultural dialogue (bridging the differences, promoting harmony)
- 4.2 Promoting intergroup contact/ Dialogue
- 4.3 Significance of diversity and its impact
- 4.4 Importance and domains of Inter-cultural dialogue

5. Active Citizen: Locally Active, Globally Connected

- 5.1 Importance of active citizenship at national and global level
- 5.2 Understanding community
- 5.3 Identification of resources (human, natural and others)
- 5.4 Utilization of resources for development (community participation)
- 5.5 Strategic planning, for development (community linkages and mobilization)

6. Human rights, constitutionalism and citizens' responsibilities

- 6.1 Introduction to Human Rights
- 6.2 Human rights in constitution of Pakistan
- 6.3 Public duties and responsibilities
- 6.4 Constitutionalism and democratic process
- 7. Social Institutions, Social Groups, Formal Organizations and Bureaucracy**
 - 7.1 Types of Groups, Group identities, Organizations
 - 7.2 Bureaucracy, Weber's model of Bureaucracy
 - 7.3 Role of political parties, interest groups, and non-governmental organizations
- 8. Civic Engagement Strategies**
 - 7.1 Grassroots organizing and community mobilization
 - 7.2 Advocacy and lobbying for policy change
 - 7.3 Volunteerism and service-learning opportunities
- 9. Social issues/Problems of Pakistan**
 - 9.1 Overview of major social issues of Pakistani society
- 10. Social Action Project**

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). Regional context and Citizenship education in Asia and Europe. New Yourk: Routledge, Falmer.
2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). Sociology. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). Civics Today: Citizenship, Economics, and Youth.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). Government by the People (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (2006). Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada. University of California Press.
5. Kuyek, J. (2007). Community Organizing: Theory and Practice. Fernwood Publishing.
6. DeKieffer, D. E. (2010). The Citizen's Guide to Lobbying Congress. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). Advocacy and Opposition: An Introduction to Argumentation (8th ed.). Routledge.
8. Patterson, T. E. (2005). Engaging the Public: How Government and the Media Can Reinvigorate American Democracy. Oxford University Press.
9. Love, N. S., & Mattern, M. (2005). Doing Democracy: Activist Art and Cultural Politics. SUNY Press.

URCG-5111

Translation of the Holy Quran – II

1 (1+0)

Translation of the Holy Quran- II

Topic	Details
Semester/Level	In some discipline 3 rd semester and in some discipline 4 th Semester/ ADP Program 2 nd Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – II
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> ▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p>○ ایمانیات اور عبادات</p> <p>اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان</p> <p>یوم آخرت پر ایمان، تقدیر پر ایمان</p> <p>نماز، روزہ، زکوٰۃ، حج، جہاد</p> <p>○ معاشرے کے حقوق</p> <ul style="list-style-type: none"> • خاندان کی تکوین • حق مہر • رضاعت و حمل • اولاد کو قتل کرنے کے ممانعت • شوہر کی نافرمانی • طلاق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق • مہمان کی عزت

	المجلد (١١،١٣) ▪
--	------------------

EDUC-5110**Educational Planning and Management****3(3+0)****Course Description**

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

Course Objectives

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

Course Outline

1. Introduction
 - 1.1. Meaning of school administration
 - 1.2. Difference between administration, supervision & management
 - 1.3. Educational administration and school administration
 - 1.4. Nature, aims, objectives and principles of school Administration
2. Supervision and Inspection
 - 2.1. Concept of supervision
 - 2.2. Need, importance and aims of supervision and inspection.
 - 2.3. Types of supervision
 - 2.4. New trends in supervision
 - 2.5. Modern vs. old concept of inspection
 - 2.6. Techniques of supervision
 - 2.7. Factors affecting educational supervision
3. Nature and Scope of Educational Management
 - 3.1. Concept of management
 - 3.2. Historical background of management
 - 3.3. Evolution of management thought in education
 - 3.4. Need for management
4. Administrative Functions in Education.
 - 4.1. The concept of POSDCoRB
 - 4.1.1. Planning
 - 4.1.2. Why Plan? The Planning process; Types of plans; Planning in Pakistan.
 - 4.2 Organizing
 - 4.2.1 Organization structure; components of organization, classical and modern views of organizing
 - 4.3 Staffing
 - 4.4 Directing

- 4.5 Coordinating
 - 4.5.1 The control process, control criteria, effective control system, dysfunctional effects and contingency factors
- 4.6 Reporting
- 4.7 Budgeting
- 4.8 Leading
- 4.9 Controlling
- 4.10 Motivating
- 5. Decision Making.
 - 5.1 Meaning & importance
 - 5.2 The decision making process
 - 5.3 Types of decisions and decision-making problems
 - 5.4 Programmed and non-programmed decisions; group and individual decisions
 - 5.5 Personal qualities for effective decision making
- 6. The School Discipline.
 - 6.1. Definition, purpose and types of school discipline
 - 6.2. Three stages of discipline
 - 6.3. Old and new concepts of discipline
 - 6.4. How to achieve good discipline
 - 6.5. Factors affecting school discipline
 - 6.6. Characteristics of modern discipline
- 7. Organizational Structure of our education system
 - 7.1. Organization of education at federal level
 - 7.2. Organization of education at provincial level
 - 7.3. Organization of education at district level
 - 7.4. Administration of autonomous bodies in education
 - 7.4.1.1. (Universities and Boards etc.)
 - 7.5. Role of private sector in education
- 8. Characteristics of Good Head Teachers and Teachers
 - 8.1. Place and importance of H.T. and teachers
 - 8.2. Qualities of H.T. and teachers
 - 8.3. Duties of H.T. and teachers
 - 8.4. Problems of H.T. and teachers
 - 8.5. Work load of teachers
 - 8.6. Common weaknesses of teachers
- 9. Key Issues in Educational Management
 - 9.1. Challenges in school administration
 - 9.2. Pre-service and in-service training
 - 9.3. Punishment and reward system
 - 9.4. Management of school time-table
 - 9.5. Management of school library
 - 9.6. Democracy and administration
 - 9.7. Efficiency and effectiveness
 - 9.8. Productivity vs human relations
 - 9.9. Training vs development

Recommended Text:

1. Abbasi, M. N. K. (2016). *Educational Planning and Management*, Peshawar: Institute of Education & Research University of Peshawar. Retrieved from file:///C:/Users/MuhammadSultan/Downloads/doku.pub_educational-planning-management.pdf
2. Robbins, S. P. (2013). *Management*. San Diego: San Diego State University.

Suggested Readings:

1. Akpan, C. P. (2018). *Types of Educational Planning/Reasons for Planning Education*.
2. Bell, L. and Bush, T. (2002). *The principles and practices of educational management*. London: Paul Chapman Publishing.
3. Robbins, S. P. (2016). *The administrative process*. SanDiego: SanDiego State University.

EDUC-5111**Inclusive Education****3(3+0)****Course Description**

Inclusion has more to do with social equity and applies to all kids, not just kids with disabilities for example kids with second language issues, gifted kids, and kids who qualify for programs because of circumstances of poverty. Inclusive education is about looking at the ways our schools, classrooms, programs and lessons are designed so that all children can participate and learn. Inclusion is also about finding different ways of teaching so that classrooms actively involve all children. Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. This course is designed for learning environment for all students and promotes a sense of belonging and ensures student progress toward appropriate personal, social, emotional and academic goals.

Course Objectives

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

1. Explain inclusive education.
2. Recognize the nature of inclusion in education.
3. Understand the difference between inclusive and special education.
4. Develop individualized lessons along with learning aids to address special needs of children.
5. Examine the different models of inclusion used for enhancement of learning
6. Apply variety of adaptations of curriculum teaching strategies in coping with learning disabilities
7. Find out the role of community in establishing effective partnership with schools

Course Outline

1. An Overview of inclusive Education:
2. Global and local perspective
3. An Introduction to Special Needs Education
4. Approaches to the Education of Children with Special Needs
5. Rationale of including special needs students in ordinary schools
6. Assessing Children with Special Needs
7. Curriculum Adaptations and Teaching Strategies
8. Collaboration and Teamwork for School Improvement
9. Building community participation

Recommended Text:

1. Ontario Ministry of Education (2016). *Special Education Companion*, Ontario: The Ontario Curriculum Unit Planner. Ministry of Education.
2. Hutchinson, N. (2002). *Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers*. Toronto, ON: Prentice Hall. Weber.

Suggested Readings:

1. Alur & Timmons (2015). *Inclusive Education Across Cultures: Crossing Boundaries, sharing Ideas*. University of Regina, Canada.
2. Mehnaz Aziz (2015). *School and Family Partnership*. Islamabad: Children's Global Network Pakistan.
3. Ministry of Education (2001). Special Education. A Guide for Educators. P. Baber web. Page on <http://www.edu.Gov.on.ca/eng/general/elemsoc/speed/guide.html>

EDUC-5112**Philosophy of Education****3(3+0)****Course Description**

The purpose of this course is to gain philosophical perspective of theory and practice which help the prospective teachers to relate their educational experiences with different western philosophies as well as philosophical thoughts of Muslim philosophers. Philosophy revolves around logic and conceptual analysis. This course will provide students with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; social and moral values, the ethics of education; religious values in individual and social life.

Course Objectives

After completing this course students will be able to:

1. Describe the scope of philosophy and branches of philosophy.
2. Analyse the relationship of education and philosophy.
3. Evaluate the role of philosophy in educational policy and practice.
4. Discuss the main tenets of idealism and realism.
5. Define naturalism, pragmatism and existentialism.
6. Identify the similarities and differences among naturalism, pragmatism and existentialism.

Course Outline

1. Introduction to Philosophy
 - 1.1. Introduction
 - 1.2. Objectives
 - 1.3. Definition and Scope of Philosophy
 - 1.4. Branches of Philosophy
 - 1.5. Relationship of Education
2. Role of Philosophy in Education Policy and Practice
 - 2.1. Philosophy and Aims of Education
 - 2.2. Philosophy and the Curriculum
 - 2.3. Philosophy and Teacher
 - 2.4. Philosophy and Method of Teaching
3. Four General Philosophies
 - 3.1. Idealism
 - 3.2. Realism
 - 3.3. Pragmatism
 - 3.4. Existentialism
4. Educational Philosophies
 - 4.1. Perennialism
 - 4.2. Essentialism
 - 4.3. Progressivism
 - 4.4. Reconstructionism/Critical Theory
5. Classical and Modern Philosophical Perspectives on Education
 - 5.1. Idealism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Plato.
 - 5.2. Realism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Aquinas, Aristotle, Bacon, Locke.
 - 5.3. Naturalism: Its metaphysics, epistemology, and axiology, educational implications Proponents: Rousseau.
 - 5.4. Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey
 - 5.5. Postmodernism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Derrida, Foucault.
6. Theories of Education:

- 6.1. Progressivism (rooted in pragmatism): Aims, Curriculum, and Educational Implications. Proponents: Dewey, Kilpatrick, Parker, Washburne.
- 6.2. Critical Theory (rooted in neo Marxism and postmodernism): Aims, Curriculum, and Educational Implications. Proponents: McLaren, Giroux.
- 6.3. Perennialism (rooted in realism): Aims, Curriculum, and Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain.
- 6.4. Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley, Bestor, Conant, Mor.
7. Sources of Knowledge
 - 7.1. Revealed
 - 7.2. Intuition
 - 7.3. Authority
 - 7.4. Rational
 - 7.5. Empirical
8. Muslim Philosophical Perspective on Education
 - 8.1. Imam Ghazali
 - 8.2. Ibne-Khaldun
 - 8.3. Shah waliullah
 - 8.4. Sir Syed Ahmed Khan
 - 8.5. Allama Iqbal
9. Greek Philosophers' Perspective on Education
 - 9.1. Socrates
 - 9.2. Objectives of Greek Education
 - 9.3. The Socratic Method and The Dialectical Method
 - 9.4. Plato
 - 9.5. Aristotle
10. Western Philosophers' Perspective on Education
 - 10.1. John Lock
 - 10.2. John Dewey
 - 10.3. Herbart
11. Role of Values in Education
 - 11.1. Definition, meaning, and kinds
 - 11.2. Identification and importance of social and moral values
 - 11.3. Teaching of social and moral values through education
 - 11.4. Role of religious values in individual and social life.

Recommended Texts:

1. Ornstein, Allan C. (2016). *Foundations of Education*. New York: Houghton Mifflin Company
2. Shami, P. (2015). *Educational Philosophy*. (Ed.). Sargodha: Ghazali Publisher..

Suggested Readings:

1. Gutek, Gerald L. (2015). *Philosophical and Ideological Perspectives on Education, 2nd ed.* Boston, Allyn and Bacon.
2. Dewey, John. (1916). *The Child and the Curriculum*. New York: Macmillan
3. Arthur Zilversmith (1993). *Changing Schools: Progressive Education Theory and Practice, 1030- 1960*. Chicago: University of Chicago Press.

Semester-V

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-13	EDUC-6101	Organizational Behaviour	3(3-0)	Nil
Major-14	EDUC-6102	Research Methods in Education	3(3-0)	Nil
Major-15	EDUC-6103	Statistics & Data Analysis	3(3-0)	Nil
Major-16	EDUC-6104	Sociology of Education	3(3-0)	Nil
InterDis	InterDis	Select 1 st Interdisciplinary Course	3(3-0)	Nil
Minor I(1)	Minor I(1)	Select 1 st course from Minor's group	3(3-0)	Nil

Semester Total Credit Hours: 18

EDUC-6101**Organizational Behaviour****3(3+0)****Course Description**

Organizational behaviour is the study of human behaviour in organizational settings, the interface between human behaviour and the organization, and the organization itself. One of the main goals of organizational behaviour is to revitalize organizational theory and develop a better conceptualization of organizational life. Organizations are deeply affected by the external environment. They need to maintain a good organization-environment fit by anticipating and adjusting to changes in society. The field of organizational behaviour uses scientific research to discover systematic relationships, which give us a valuable foundation for comprehending organizational life. It helps us predict and anticipate future events so we can get along with others, achieve our goals, and minimize unnecessary career risks. The purpose of this course is to provide a strong conceptual framework for studying, understanding, and applying theory and practice of organization behaviour while the other portion explores the nature of organization and organization theory.

Course Objectives

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

1. Narrate the basic concepts and principles of organizational theory
2. Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organizational theory
3. Review and evaluate the specific organizational conditions
4. Understand and analyze organizational behavior of employees in work place conditions
5. Comprehend and characterize effective leadership traits and behaviors in prevailing work place/organization conditions.
6. Understand and narrate the basic concepts and principles of organization
7. Recognize organizational phenomena that can be analyzed and interpreted in the light of the concepts and principles of organization
8. Review and evaluate the specific organizational conditions

Course Outline

1. Introduction
 - 1.1. What Managers Do?
 - 1.1.1. What is management
 - 1.1.2. Management Functions
 - 1.1.3. Management Roles
 - 1.1.4. Management Skills
 - 1.1.5. Effective Vs Successful Managerial Activities
 - 1.2. What is Organizational Behaviour
 - 1.3. The Evolution of Organizational Behaviour
 - 1.4. Contributing disciplines to the OB field
 - 1.5. Basic OB Model
 - 1.6. Organizational System Level
 - 1.7. Individual Level
 - 1.8. Group Level
 - 1.9. Challenges and Opportunities for study of OB
2. Fundamentals of Organizational Behaviour
 - 2.1. What is an Organizations
 - 2.1.1. Types of Organizations
 - 2.2. Components of Organization
 - 2.2.1. Task
 - 2.2.2. People
 - 2.2.3. Structure
 - 2.2.4. Technology
 - 2.3. The Basic System View of an Organization
 - 2.4. Factors Affecting Organizations

3. Fundamentals of Individual Behaviour: Individual Difference – Personality & Ability
 - 3.1. Define the key biographical characteristics.
 - 3.2. Explain the factors that determine an individual's personality.
 - 3.3. Describe the Meyers-Briggs Type Indicator personality framework
 - 3.4. Identify the key traits in the Big Five personality model.
 - 3.5. Explain how Locus of Control, Self-Monitoring, Self Esteem, Type A & B Behavior and Need for Achievement, Affiliation, & Power are relevant to the organization.
 - 3.6. Describe ability and how it is managed in an organization.
4. Perception and Individual Decision Making
 - 4.1. What is Perception
 - 4.2. Factors influencing on perception
 - 4.3. Person Perception: Making Judgment about Others
 - 4.3.1. Attribution theory
 - 4.3.2. Frequently used shortcuts to judging others
 - 4.4. The link between perception and individual decision making
 - 4.5. How should decision be made?
 - 4.5.1. The Rational decision making process
 - 4.5.2. Creativity in decision making
 - 4.5.3. Decision making styles
 - 4.6. How are decision actually made in Organizations?
 - 4.6.1. Bounded rationality
 - 4.6.2. Common biases and errors
 - 4.6.3. Intuition
 - 4.7. What about Ethics in Decision Making: Three ethical decision criteria
5. Basic Motivation Concepts
 - 5.1. Defining Motivation
 - 5.2. Early Theories of Motivation
 - 5.2.1. Hierarchy of Needs theory
 - 5.2.2. Theory X and Y
 - 5.2.3. Two factor theory
 - 5.3. Contemporary Theories of Motivation
 - 5.3.1. ERG theory
 - 5.3.2. McClelland's Theory of needs
 - 5.3.3. Cognitive Evaluation theory
 - 5.3.4. Goal-setting theory
 - 5.3.5. Reinforcement theory
 - 5.3.6. Job design theory
 - 5.3.7. Equity theory
 - 5.3.8. Expectancy theory
6. Foundation of Group Behaviour
 - 6.1. Definition of group and team
 - 6.2. Why do people joins groups
 - 6.3. Stages of group development
 - 6.4. Describe the characteristics of a Work Group
 - 6.5. Describe Group Effectiveness
 - 6.6. Define Social Loafing
 - 6.7. Explain how the nature of the groups tasks can affect the group's performance
 - 6.8. Define group cohesiveness and its effect on performance.
7. Basic Approaches to Leadership
 - 7.1. What is Leadership
 - 7.2. Trait theories
 - 7.3. Behavioral theories
 - 7.4. Contingency theories: Fiedler Model
 - 7.5. Contemporary Issues in leadership

- 7.5.1.Trust: The foundation of leadership
 - 7.5.1.1. What is trust
 - 7.5.1.2. Trust and leadership
 - 7.5.1.3. Three types of leadership
 - 7.5.1.4. Basic principles of trust
- 7.5.2.Framing: Using words to shape meaning and inspire others
- 7.5.3.Inspirational approaches to leadership
 - 7.5.3.1. Charismatic leadership
 - 7.5.3.2. Transformational leadership
- 7.5.4.Emotional intelligence and leadership Effectiveness
- 7.5.5.Contemporary leadership roles
 - 7.5.5.1. Providing team leadership
 - 7.5.5.2. Mentoring
- 8. Organization Change and Stress Management
 - 8.1. Approaches to managing organizational change
 - 8.2. Creating a culture for change
 - 8.3. Work stress and its management
- 9. Conflict and Negotiations
 - 9.1. Conflict process
 - 9.2. Negotiation process
 - 9.3. Bargaining strategies
 - 9.4. Global Implicaitons

Recommended Text:

1. Judge, T. A., & Robbins, S. P. (2017). *Essentials of Organizational Behavior*. Pearson Education (us).
2. Luthans, F. (1995). *Organizational Behavior*. (7th ed.) New York: McGraw-Hill.

Suggested Readings:

1. Robins, S. P. (2013). *Organizational Behavior* (5th Ed.). Boston: IRWIN McGraw HILL
2. Daft, R. L. (2012). *Organizational Theory and Design*. NY: West Publishing Co.
3. Kreitner, R. & Kinicki, A. (2001). *Organizational Behavior*. (5th ed.). Boston: McGRAW-HILL,

EDUC-6102**Research Methods in Education****3(3+0)****Course Description**

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

Course Objectives

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

1. Understand the definitions and scope of educational research.
2. Recognize the importance of educational research in informing practice.
3. Explore the scientific method and its application in educational research.
4. Describe the definition, types, and control of variables and their differences
5. Explore the process of testing hypotheses.
6. Develop research tools such as questionnaires, observation schedules, interviews, and rating scales.
7. Differentiate between qualitative and quantitative research.
8. Express the need and importance of conducting a literature review.
9. Describe the concept of population and sampling in educational research.
10. Apply descriptive and Understand the concept of population in educational research..

Course Outline

1. The Nature of Educational Research
 - 1.1. Definitions of Educational Research
 - 1.2. Scope and importance
 - 1.3. Scientific method
 - 1.4. Research problem and topic
 - 1.5. Characteristics of research problem
2. Concepts, Constructs and Variables
 - 2.1. Concepts and constructs : Definition and examples
 - 2.2. Operationally defining a construct.
 - 2.3. Variables: Definition, types and control Variables, Independent, dependent, moderating, intervening, categorical, continuous, active, attributive
3. Hypotheses and Research Questions
 - 3.1. Hypothesis and Types of hypotheses
 - 3.2. Testing the Hypothesis
 - 3.3. Objectives and hypotheses
 - 3.4. Research questions
4. Data Collection Tools
 - 4.1. Development of Research tools: Questionnaire, observation schedule, interview, and rating scales

- 4.2. Validity and Reliability
- 4.3. Data collection procedure
- 4.4. Pilot testing
- 5. Types of Educational Research
 - 5.1. Types of Research: Qualitative and quantitative
 - 5.2. Descriptive Research
 - 5.3. Correlation Research
 - 5.4. Experimental Research
 - 5.5. Historical Research
 - 5.6. Action Research
- 6. Literature Review
 - 6.1. Need and Importance
 - 6.2. Primary sources
 - 6.3. Secondary sources
- 7. Methodology
 - 7.1. Population
 - 7.2. Sampling and its Types
 - 7.3. Instrument
 - 7.4. Data collection procedure
- 8. Data Analysis
 - 8.1. Descriptive
 - 8.2. Inferential
- 9. Research Proposal and Report Writing
 - 9.1. Writing formats & Presentation
 - 9.2. Referencing

Recommended Text:

1. Geoffrey E. Mills, L. R. Gay (2019). *Educational research: Competencies for analysis and applications*. (12th Ed.). N.Y: Merrill- Prentice Hall.
2. Creswell, J. W (2011). *Research Design*”, London: Sage Publications.

Suggested Readings

:

1. Fraenkel, J. & Norman, E. (2011). *How to Design and Evaluate Research* (8th Ed.). London: SAGE Publications.
2. John W Creswell (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (6th Ed.), New York: Pearson Education. Retrieved from http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Creswell_2012.pdf
3. Gay, L.R. (2008). *Educational research: Competencies for analysis and applications*. (5th Ed.) N.Y: Merrill- Prentice Hall

EDUC-6103**Statistics and Data Analysis****3(3+0)****Course Description**

This course conveys the essential concepts and tools needed to develop and nurture statistical thinking. It presents descriptive, inductive and explorative statistical methods and guides the reader through the process of quantitative data analysis. In the experimental sciences and interdisciplinary research, data analysis has become an integral part of any scientific study. Issues such as judging the credibility of data, analyzing the data, evaluating the reliability of the obtained results and finally drawing the correct and appropriate conclusions from the results are vital. This course would provide a step-by-step introduction for statistics, data analysis, or research methods classes using statistical software. Concise descriptions emphasize the concepts behind statistics rather than the derivations of the formulas. After reading this course students will be able to; Basic concept of statistics and data analysis, application of descriptive and differential statistics and will be able to identify the nature of statistical data and then by using SPSS they can apply different statistical tests to reach conclusions about data.

Course Objectives

Students will be able to;

1. Basic concept of statistics and data analysis
2. Apply descriptive statistics
3. Use data analysis software
4. Use differential statistics
5. Differentiate different statistical techniques

Course Outline

1. Introduction
 - 1.1. Statistics : Basic concepts, definitions
 - 1.2. Scope or applications of statistics in education
 - 1.3. Types and branches of statistics
 - 1.4. (Parametric, non parametric and inferential)
2. Scales of Measurement and their use in Statistics
 - 2.1. Nominal Scale
 - 2.2. Ordinal Scale
 - 2.3. Interval Scale
 - 2.4. Ratio Scale
3. Descriptive Statistics
 - 3.1. The frequency distribution
 - 3.2. Measures of central tendency: mean, median, mode
 - 3.3. Measures of variability Range, the quartile deviation, the average deviation, standard deviation
 - 3.4. Uses of various measures of variability
 - 3.5. The normal distribution: Meaning importance, properties and applications of the normal probability curve /normal distribution curve
4. Correlation
 - 4.1. Basic concepts
 - 4.2. Correlation coefficients; Pearson Product /Moment Correlation Rho; Partial correlation and bi-serial correlation.
 - 4.3. Regression
 - 4.4. Analysis of variance and application of *t*- Test; ANOVA and ANCOVA.
 - 4.5. The chi-square test and the null hypothesis
5. Data and Data Analysis
 - 5.1. Data: Meaning & Types :
 - 5.2. Parametric and Non Parametric data
 - 5.3. Data Analysis

5.4. Qualitative

5.5. Quantitative

5.6. Data analyses through SPSS & NVIVO

Recommended Text:

1. Daniels, L., & Minot, N. (2019). *An Introduction to Statistics and Data Analysis Using Stata*, London: SAGE Publishing. Retrieved from www.sagepub.com
2. Ferguson, G.A and Takane, Y. (2015). *Statistical analysis in psychology and education*. NY: McGraw-Hill.

Suggested Readings:

1. Heumann, C., & Shalabh, M. S. (2016). *Introduction to Statistics and Data Analysis*, Switzerland: Springer International Publishing Switzerland. Retrieved from <https://link.springer.com/content/pdf/10.1007%2F978-3-319-46162-5.pdf>
2. Vaus, D. (2002). *Analyzing social science data*. London: SAGE Publications.
3. Sinha, B.L. (Ed.). (2011). *Statistics in psychology and education*. New Delhi: Anmol Publications.

EDUC-6104**Sociology of Education****3(3+0)**

Course Description

The course offers general understanding of sociology and its' implications in education. The course develops insight into the social processes with in educational institutions, and how schools and educational institutions play their role in socialization of the learners and playing effective role in social development of the people in the society. Social and environmental changes through time in these educational institutions are therefore reviewed. This course will examine the relationships between education and society by reviewing a variety of theoretical perspectives of education. This course aims to introduce students learn and teachers how to teach, so that teachers are able to integrate the findings of psycho-sociological education in teaching and giving their various disciplines. Three main components are involved: students, learning, and teaching. Topics for students are developing theories and teaching students and teaching characteristics, personal differences. Topics learning theories are learning and promoting learning. Topics are teaching models and learning projects.

Course Objectives

After Completion of the course, the students will be expected to:

- Discuss relation between school and community
- Know the process of linkage among the school community and teacher for effective education
- Identify the social factors affecting education and how it can support the development of education
- Know the role of teachers and school in socialization of students and development of society
- Enable prospective teachers to contribute in community work, health promotion activities and endorsement of healthy environment.

Course Outline

1. **Introduction**
 - 1.1. Conceptual clarity
 - 1.2. Relationship between society
 - 1.3. Education and Development.
2. **Socialization and Education**
 - 2.1. Relations between socialization and Education
 - 2.2. Education as a process of social system and socialization
 - 2.3. Agencies of socialization and Education:
Family, Peer Groups, School and Media
3. **Education, Inequalities and Social Justice**
 - 3.1. Concept of Equality of Educational Opportunity
 - 3.2. Education and Disparities:
Caste. Class, tribe, gender, rural-urban,
Education and social mobility
4. **Emerging Trends in Education in India**
 - 4.1. School education: Existing scenario
 - 4.2. Higher Education in India
 - 4.3. Governance of Higher Education
 - 4.4. Institutional programmes
5. Education and Different aspect of society:
 - 5.1 Education and Community
 - 5.2 Education and Culture
 - 5.3 Education and Politics
 - 5.4 Education and Values
 - 5.5 Education in relation to secularism,
 - 5.6 National Integration and International understanding
6. Society , Community and Culture
 - 6.1. Definition
 - 6.2. Individual status and his/her role in the society

- 6.3. societal interaction
- 6.4. cultural diversity
- 6.5. cultural and cultural elements of Pakistani community
- 6.6. role of education in strengthening Pakistan
- 7. Group and Group Dynamics
 - 7.1. Meaning OF A Group
 - 7.2. Group dynamics
 - 7.3. Types of Social Groups
 - 7.4. Individual Behaviour and group behaviour
 - 7.5. Role of School teacher in moulding individual and group behaviour
- 8. Socialization
 - 8.1. Meaning and aims of socialization
 - 8.2. Agencies of socialization
 - 8.3. Stages of social development
 - 8.4. Role of school in socialization
 - 8.5. Teachers as role model, participating in community and health activities
- 9. Social Institutions
 - 9.1. Definition
 - 9.2. Types of social institutions
 - 9.3. The family
 - 9.4. Economic institutions
 - 9.5. Religious institutions
 - 9.6. Educational institutions
 - 9.7. Play and recreational institutions
- 10. School and Community
 - 10.1. Relationship between school and community
 - 10.2. Effects of school on community
 - 10.3. Effects of community on schools
 - 10.4. A critical analyses of effective role of schools and teachers in Pakistani community
- 11. Social Control
 - 11.1. Definition
 - 11.2. Social deviation, peace, harmony and tolerance
 - 11.3. Methods of social control
 - 11.4. Role of community, school and teacher in peace development, harmony and tolerance
- 12. Teacher, School and Students
 - 12.1. Are teachers born or made
 - 12.2. Effective and reflective teaching
 - 12.3. creative and critical teaching
 - 12.4. teacher effectiveness
 - 12.5. Academic Learning Time(ALT)
 - 12.6. Class room Management
 - 12.7. Co-Curricular activities
 - 12.8. Reflection or productive feed back
- 13. Technological Change
 - 13.1. Technological change and its impact
 - 13.2. Sources/forces of technological change
 - 13.3. Technology and Jobs
 - 13.4. Technology and Ethical Values
 - 13.5. Utilitarian view of technology

Recommended Text:

1. Alias, N. (2015). *Educational Sociology and Philosophy*. Malaysia: Open university of Malaysia.
2. Chandra, S. S & Sharma, R. K. (2014). *Sociology of Education*. India: Atlantic Publishers and Distributor New Delhi.

Suggested Readings:

1. Chandra, S. S & Sharma, R. K. (2016). *Sociology of Education*. New Delhi, India: Atlantic Publishers and Distributor.
2. Sharma, Y.K. (2018). *Foundations in Sociology of Education*. New Delhi, India: Kanishka Publishers
3. Hallinian, M.T. (2016). *Handbook of the Sociology of Education*. USA: Springer Distributors.

Semester-VI

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-17	EDUC-6105	Economics and Financing of Education	3(3-0)	Nil
Major-18	EDUC-6106	Qualitative Research Methods in Education	3(3-0)	Nil
Major-19	EDUC-6107	Designing & Reporting Research in Education	3(3-0)	Nil
Major-20	EDUC-6108	Digital Pedagogy and Educational Technology	3(3-0)	Nil
InterDis	InterDis	Select 2 nd Interdisciplinary Course	3(3-0)	Nil
Minor I(2)	Minor I(2)	Select 2 nd course from Minor's group	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran – III	Non Credit	Nil

Semester Total Credit Hours: 18

EDUC-6105**Economics and Financing of Education****3(3+0)****Course Description**

Economics plays a key role in our daily life. It depicts the financial position of any country or organization as well as any individual. Economics and financing of education is a very important part of the educational system. Recently various new trends have emerged in the field of financing in education at various levels. Unfortunately our all financing of education so far has been in the hands of experts of economics and financing who were not experts in the educational matters. So there is a dire need of experts in educational economics and financing. Furthermore, our educational administrators (from headmasters to EDO Edu.) do not have any professional education and training in economics and financing of education. This course is intended to provide the foundation for this purpose. The basic aim is to introduce the students with the concepts, theories and principles of economics and financing and their application in our educational setup.

Course Objectives

The general objectives of the course are to enable the prospective teachers and teacher educators to:

1. Understand and explain the relationship between economics and education
2. Review and evaluate the demand and supply of education both at individual and social level
3. Explain the social and private returns of the education
4. Understand and evaluate manpower planning in Pakistan and compare it with that of the advanced countries
5. Analyze various educational costs like cost benefit, cost effectiveness etc.
6. Calculate and report the costing of educational projects
7. Understand and evaluate the process of financing and budgeting in Pakistan
8. Understand and describe the role of vocational and technical education in the economic growth of a country and compare it with that of academic one

Course Outline

1. An Introduction to the Economics of Education
 - 1.1. Basic concepts of economics
 - 1.2. Four factors of production
 - 1.3. Economics of education
 - 1.4. The economic value of education
 - 1.5. Investment mechanisms
2. Concepts and Assumptions in the Economics
 - 2.1. Human capital theory
 - 2.2. Major themes (efficiency, equity etc.)
 - 2.3. Macro economics of education
 - 2.4. Micro economics of education
 - 2.5. Education a black box
 - 2.6. Opportunity cost
 - 2.7. Rate of return on educational investment: Objections and implications
 - 2.8. Cost-benefit and cost effectiveness analysis
 - 2.9. Demand and supply for education
3. Individual Demand for Education
 - 3.1. Forecasting the demand for compulsory education
 - 3.2. The demand for non-compulsory education
 - 3.3. Cost benefit analysis
 - 3.4. Measuring the costs and benefits
4. The Social Rate of Return Approach
 - 4.1. Social rate of return as a guide to policy making
 - 4.2. Identifying and analyzing the costs and benefits
 - 4.3. Results of social rate of return
 - 4.4. Criticism of S.R.O.R. as policy indicator
5. Manpower Planning
 - 5.1. The manpower requirement approach

- 5.2. Methods of evaluation
- 5.3. Productivity change
- 5.4. Supply effects
- 5.5. Employers opinion
- 5.6. International comparison
- 6. Educational Outputs
 - 6.1. Educational outputs of school education
 - 6.2. Outputs of higher education
- 7. Educational Costs
 - 7.1. The meaning of costs (public and private costs, social costs)
 - 7.2. Cost function interpretations
 - 7.3. Cost effectiveness analysis
 - 7.4. Comparing public and private costs ; social and individual costs
- 8. The costing of educational projects
 - 8.1. Techniques for costing educational projects
 - 8.2. Costing projects in Pakistan
 - 8.3. Future strategies for costing projects in Pakistan
- 9. Financing Education in Pakistan
 - 9.1. Budgeting and financing
 - 9.2. Who pays for education?
 - 9.3. Who benefits from education?
 - 9.4. Students' financing through loans
 - 9.5. Alternative strategies for financing education in Pakistan

Recommended Text:

1. Saeed, K.A. (2016). *Economy of Pakistan*. Karachi: Oxford University Press.
2. Siddiqui, S.A. (Compiler). (2013). *Trends and issues in education*. Islamabad: AIOU.

Suggested Readings:

1. Nasir, M. S. and Hyder, S. K. (2015). *Economics of Pakistan for B.Com & B.A*. Lahore: Imtiaz Book Depot.
2. Niazi, H.K. (2016). *Economics and Financing of Education*. Islamabad: AIOU.
3. Beckford, J. (2011). *Quality: A critical introduction*. London: Routledge
Islamabad.

EDUC-6106**Qualitative Research Methods in Education****3(3+0)**

Course Description

Qualitative research typically deals with the study of many variables intensely, over an extended period of time. Its basic purpose is to find out the way things are or were, how and why they come to be that way, and what this entire means. Qualitative approaches are not value free and involve inductive inquiry. These are usually aimed at generating hypotheses rather than testing them. Moreover, these approaches are practically more holistic and process oriented. Such approaches involve collection of extensive “narrative data in order to gain insight into phenomena of interest. Qualitative research methods are now-a-days gaining popularity and importance in the field of social sciences. Even in the education, ethnographic research is very common. The reason is the recent shift from positivistic paradigm to interpretive and critical paradigms in research which mostly involve qualitative research methods. Qualitative research is diverse not only in the form but also in its theoretical framework.

Course Objectives

After the completion of these courses the students will be able to:

- Prepare research designs and proposals on the topics related to educational issues and problems in our local context
- Differentiate qualitative research from the other types of research especially the quantitative one
- Classify and categorize various approaches and methods of qualitative research about problems in education
- Develop a research proposal on a topic to conduct a qualitative research in education
- Understand and explain the steps or phases of a qualitative research
- Collect, categories, analyze and interpret qualitative data

Course Outline

1. Introduction
 - 1.1. *Qualitative research: Definitions and concepts*
 - 1.2. *Differences between qualitative and quantitative research*
 - 1.3. *Characteristics of qualitative research*
 - 1.4. *Qualitative research in education*
2. Some Theoretical Affiliations and Classifications of Qualitative Inquiry
 - 2.1. Anthropology
 - 2.2. Phenomenology
 - 2.3. Symbolic interactions
 - 2.4. Ethnography: Ethnographic Research
 - 2.5. Feminist research
 - 2.6. Postmodern research
 - 2.7. Ethno-methodology
 - 2.8. Some common questions about qualitative research
3. Some Important Concepts in Qualitative Research
 - 3.1. Material as data
 - 3.2. Human as instrument
 - 3.3. Grounded theory
 - 3.4. Complex theory and idiographic interpretation
 - 3.5. Sampling: Theoretical, purposive, time sampling and snow ball sampling
 - 3.6. Idea saturation
 - 3.7. Triangulation
4. Stages in Qualitative Research
 - 4.1. Various stages of qualitative research (steps or phases) from selecting a research topic to analysis and interpretation of data
5. Techniques of Data Collection in Qualitative Research
 - 5.1. Interviewing:
 - 5.2. Individual and group interview
 - 5.2.1. Focused group

- 5.3. Observation / Watching:
 - 5.3.1. Participative observation
 - 5.3.2. Non-participative observation / natural observation
- 5.4. Archival research study
 - 5.4.1. Document analysis.
- 6. Field Work
 - 6.1. Gaining access to the field
 - 6.2. First days in the field
 - 6.3. Photography and field work
 - 6.4. Leaving the field
- 7. Evaluation and Pedagogical Uses of Qualitative Research
 - 7.1. Evaluation of qualitative research: Trustworthiness in qualitative research
 - 7.2. Evaluation and policy research in qualitative perspective: Planning and getting funds.
 - 7.3. Relations between the researcher and contractor : Research site; feedback; working in teams; the audience; time tables
 - 7.4. Future of the qualitative evaluation and policy research
 - 7.5. Pedagogical uses of qualitative research (QR)
 - 7.5.1. Use of QR in effective teaching
 - 7.5.2. QR-approach of and teacher education
 - 7.5.3. QR-methods of curriculum improvement in schools

Recommended Text:

1. Copley, A. J. (2019). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. Retrieved from doi: 10.13140/RG.2.1.3095.6888.
2. Burdens, K.S. & Abbot, B.B. (2002). *Research design and methods: A process approach*. (5th ed.) . Boston: McGraw-Hill.

Suggested Readings:

1. Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). *Qualitative research methods: when to use them and how to judge them*. *Human Reproduction*. Retrieved from <https://doi.org/10.1093/humrep/dev334>
2. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York: Routledge.
3. Merriam, S.B. et al (2002). *Qualitative research in practice*. San Francisco: Jossey-Bass

EDUC-6107**Designing and Reporting Research in Education****3(3+0)****Course Description**

The course highlights the theory and practice of designing and reporting research. This course is designed to equip students with the knowledge and skills necessary to plan, conduct, analyze, and effectively report research in the field of education. It will enhance their research competencies and will provide students with a solid foundation in research design and reporting principles specific to the educational context. It also focuses on the recent developments in the field. The basic objectives of the course are to enable students to understand and select the most appropriate design for their research. Construction of research proposals on the topics related to educational issues and problems in our local context is another important feature of the course. Practical exercise on writing a research report will enable the learners not only to disseminate knowledge but also to present the findings for the expansion of the knowledge.

Course Objectives

Upon successful completion of the course students are expected to

1. Understand the fundamental principles of research design in education and the importance of rigorous and ethical research practices.
2. Develop the skills necessary to collect, analyze, and interpret quantitative and qualitative data effectively, employing appropriate statistical and analytical techniques.
3. Learn how to structure and organize research reports, adhering to the standards of academic writing and publication in education.
4. Assessing the structure of a proposal for qualitative, quantitative, and mixed methods
5. Writing a script for qualitative, quantitative, and mixed methods research questions and hypotheses
6. Develop evaluation criteria for qualitative, quantitative, and mixed method research reports.
7. Critically analyzes a published qualitative, quantitative, and mixed method research report according to the evaluation criteria

Course Outline

1. Introduction
 - 1.1. Research: Definitions and concepts
 - 1.2. Differences among qualitative, quantitative and mixed method research
 - 1.3. Characteristics of qualitative, quantitative and mixed method research
 - 1.4. Need of qualitative, quantitative and mixed method research in education
 2. Writing Literature Review
 - 2.1 Purpose and significance of the literature review
 - 2.2 Choosing a suitable organizational structure (e.g., thematic, chronological, theoretical)
 - 2.3 Adhering to academic writing conventions and guidelines
 - 2.4 Presenting the synthesized findings in a logical and coherent manner
 - 2.5 Ethical Considerations
 - 2.6 Citing and referencing sources accurately to avoid plagiarism
 - 2.7 Using APA Manual (7th Edition) for references
 3. Research Design and Writing a Research Proposal
 - 3.1. Qualitative, Quantitative and Mix Method Research Designs
 - 3.2. What is a synopsis or a research proposal?
 - 3.3. Need and Significance of the research proposal
 - 3.4. Components and prerequisites of a research proposal (introduction, problem, review, budget, time frame, procedures, etc.)
 - 3.5. Development of a Research Plan / Proposal.
- N.B. Each student will have to prepare one research proposal on each type of methodology of research and submit it to the teacher before the final term exam.
4. Report Writing in Quantitative Research
 - 4.1. Importance and purpose of report writing in quantitative research
 - 4.2. Report Structure and Organization in quantitative research

- 4.3. Major sections of a research report (Abstract, Introduction, problem, methods & procedures, discussion, bibliography/reference list, and appendices)
- 4.4. Description of the research design (e.g., experimental, correlational, survey)
- 4.5. Data collection instruments, procedures and ethical considerations
- 4.6. Reporting descriptive, inferential statistics and tables, graphs, and charts according to APA
- 4.7. Interpretation of Findings Conclusion and Discussion
5. Report Writing in Qualitative Research
 - 5.1. Purpose and significance of report writing in qualitative research
 - 5.2. Report Structure and Organization in qualitative research
 - 5.3. Describing Methodology and Data Collection in qualitative research
 - 5.4. Data Analysis and Interpretation (Techniques for coding and categorizing data, thematic analysis)
 - 5.5. Techniques for coding and categorizing data
 - 5.6. Comparing and contrasting findings with existing literature and writing Conclusion and Reflection
 - 5.7. Ethical Considerations in Reporting

N.B. Students must have to prepare at least one research report of qualitative and quantitative research.
6. Reporting and Disseminating Research Findings
 - 6.1 Effective academic writing in educational research
 - 6.2 Structure and components of a research report
 - 6.3 Presenting research findings in conferences and seminars
 - 6.4 Publishing research in scholarly journals
7. Critical Evaluation of Educational Research
 - 7.1 Assessing the quality of research articles
 - 7.2 Identifying research limitations and implications
 - 7.3 Meta-analysis and systematic reviews in educational research
8. Writing Style and Clarity
 - 8.1 Using clear and concise language to enhance readability
 - 8.2 Avoiding jargon and unnecessary technical terms
 - 8.3 Maintaining a consistent and objective tone
 - 8.4 Ensuring logical flow and coherence in the report
 - 8.5 Adherence to Reporting Standards
 - 8.6 Properly citing sources and avoiding plagiarism and Artificial Intelligence
 - 8.7 Reviewing and revising the report for clarity, coherence, and accuracy

Recommended Texts:

1. Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. CA: Sage Publishing
2. McKenney, S., & Reeves, T. C. (2018). *Conducting educational design research*. London: Routledge
3. Creswell, J. W., & Creswell, J. D. (2017). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.)*. Pearson.

Suggested Readings:

1. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education (8th ed.)*. Routledge.
2. Patten, M. L., & Newhart, M. (2017). *Understanding Research Methods: An overview of the Essentials*. London: Routledge.
3. Zapata-Rivera, D. (Ed.). (2018). *Score reporting research and applications*. London: Routledge.

EDUC-6108**Digital Pedagogy and Educational Technology****3(2+1)****Course Description**

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

Course Objectives

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

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

Course Outline

1. Digital Pedagogy and Educational Technology
 - 1.1 Introduction to Digital Pedagogy and Educational Technology
 - 1.2 Defining digital pedagogy and educational technology
 - 1.3 Historical context and evolution of digital pedagogy and educational technology
 - 1.4 Approaches and Scope of Educational Technology
 - 1.5 Importance and benefits of integrating technology in education
2. Pedagogical Approaches and Strategies in Digital Learning
 - 2.1 Understanding different pedagogical theories and models
 - 2.2 Applying constructivist and inquiry-based learning in a digital context
 - 2.3 Promoting active learning through technology-enhanced activities
 - 2.4 Addressing diverse learning styles and needs using digital tools
3. Educational Technology Tools and Platforms
 - 3.1 Overview of educational technology tools and their functionalities
 - 3.2 Learning management systems (LMS) and their role in digital pedagogy
 - 3.3 Collaboration and communication tools for online learning
 - 3.4 Assessment and feedback tools for measuring learning outcomes
 - 3.5 Educational software and applications
 - 3.6 Open educational resources (OER) and digital libraries
 - 3.7 Blogs, Wikis, Podcast, Vodcast, Webinars, Virtual & Augmented Reality, Social Media and Online Communities
4. Instructional Media
 - 4.1 Use of locally available low cost material of educational technology
 - 4.2 Defining audiovisual aids, types and their role in education
 - 4.3 Visual aids: Posters, charts, graphs, and diagrams, globe, Flashcards
 - 4.4 Projection aids: Overhead projectors, document cameras, and slides
 - 4.5 Audio aids: Recordings, podcasts, and music
 - 4.6 Multimedia aids: Videos, animations, and interactive presentations

- 4.7 Educational Boards: Whiteboards, Smartboards, Bulletin Boards, Flip Charts, Pin Boards, E-Boards
- 8. Designing Effective Digital Learning Experiences
 - 5.1 Principles of instructional design for digital environments
 - 5.2 Creating engaging multimedia content for digital learning
 - 5.3 Adapting curriculum and resources for online and blended learning
 - 5.4 Designing & Incorporating to gamification and game-based learning experiences
 - 5.5 Incorporating educational games and simulations in instruction
- 9. Digital Citizenship and Online Safety
 - 6.1 Promoting responsible use of technology and online resources
 - 6.2 Teaching students about digital etiquette and ethics
 - 6.3 Addressing online privacy and security concerns
 - 6.4 Supporting students in developing digital literacy skills
- 10. Assessment and Evaluation in Digital Pedagogy
 - 7.1 Strategies for assessing learning in a digital context
 - 7.2 Formative and summative assessment methods using technology
 - 7.3 Using data analytics for monitoring student progress and engagement
 - 7.4 Evaluating the effectiveness of digital pedagogy interventions
- 11. Ethical and Legal Considerations in Digital Pedagogy
 - 8.1 Copyright and fair use guidelines for digital content
 - 8.2 Intellectual property and attribution in digital learning materials
 - 8.3 Managing student data and privacy in compliance with regulations
 - 8.4 Ethical considerations in collecting and analyzing student data
- 12. Future Trends in Digital Pedagogy and Educational Technology
 - 9.1 Exploring emerging technologies and their potential impact on education
 - 9.2 Virtual and augmented reality in digital pedagogy
 - 9.3 Artificial intelligence and machine learning applications in education
 - 9.4 Personalized learning and adaptive technologies
 - 9.5 Interactive and immersive digital learning experiences

Recommended Texts:

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

Suggested Readings:

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

URCG-5111

Translation of the Holy Quran – III

1 (1+0)

Topic	Details
Semester/Level	In some discipline 5 th semester and in some discipline 6 th Semester/ BS (5 th Semester intake) 1 st / 2 nd
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To introduce ethics and highlight its importance, need and relevance for individual and collective life. To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. To inculcate ethical and moral values in our youth. To develop a balanced dynamic and wholesome personality. To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p>○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت)</p> <p>اخلاق حسنہ:</p> <ul style="list-style-type: none"> برائی کو نیکی سے منانا نیکی کے کاموں میں مسابقت لوگوں کے درمیان صلح عدل و انصاف سچائی ایثار سلیم قلب مہمان نوازی لغویات سے اعراض عاجزی و انکساری نگاہ اور آواز کو پست رکھنا چال میں میانہ روی شرمگاہوں کی حفاظت صبر شکر امور میں میانہ روی <p>اخلاق سنیہ:</p> <ul style="list-style-type: none"> ظلم اور زیادتی غرور و تکبر نفسانی خواہشات کی پیروی بدگمانی جھوٹ چغلی اور تہمت

	<ul style="list-style-type: none"> ▪ البلد (١٤) ▪ الزمر (١٠،٣) ▪ الحجر (٨٥) ▪ النجم (٣١) ▪ الرحمن (٦٠) ▪ هود (٣،١٠٢،٨) ▪ الكهف (٥٦،٢) ▪ الشورى (٣٤) ▪ غافر (٢٤،٢٨) ▪ الحديد (٢٠،٢٠) ▪ مريم (٥٩) ▪ النازعات (٣١) ▪ التوبة (٤٤،٦٣،٦٥) ▪ الصم (١)
--	--

Semester-VII

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-21	EDUC-6109	Seminar on Trends & Issues in Education	3(3-0)	Nil
Major-22	EDUC-6110	Ethics and Professionalism in Education	3(3-0)	Nil
Minor I(3)	Minor I(3)	Select 3 rd course from Minor's group	3(3-0)	Nil
Minor I(4)	Minor I(4)	Select 4 th course from Minor's group	3(3-0)	Nil
InterDis	InterDis	Select 3 rd Interdisciplinary Course	3(3-0)	Nil
InterDis	InterDis	Select 4 th Interdisciplinary Course	3(3-0)	Nil
GE-9	URCG-5111	Translation of the Holy Quran IV	Non Credit	Nil

Semester Total Credit Hours: 18

EDUC-6109**Seminar on Trends and Issues in Education****3(3+0)****Course Description**

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

Course Objectives

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

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

Course Outline

1. Education as a Complex Enterprise
 - 1.1. Diversity of aims and approaches in education.
 - 1.2. Variety of philosophical approaches to education.
 - 1.3. Education in different periods and societies
2. Madrassah Education
 - 2.1. Madrassah: origin, aims and objectives
 - 2.2. Role of Madrassah in 21st century
 - 2.3. System of education in Madrassah
 - 2.4. Madrassah reforms in Pakistan
3. Universal Literacy
 - 3.1. Literacy and individual rights
 - 3.2. Factors affecting program for universal literacy: medium of instruction
 - 3.3. Formal and Non formal education: Advantages and disadvantages
4. Gender Disparity
 - 4.1. Concept of gender equality
 - 4.2. Factors affecting the status and role of women
 - 4.3. Steps towards reducing gender disparity.
5. Population Education:
 - 5.1. Concept of Population Education.
 - 5.2. Factors affecting Population Education.
 - 5.3. Impact of Population Growth on National Development.
 - 5.4. Roles and responsibilities of family, school, mosque and community in population education.
 - 5.5. Steps towards population planning and welfare.
6. Environmental Awareness
 - 6.1. Types of pollution

- 6.2. Causes of pollution
- 6.3. Environmental education
- 7. Privatization of Education
 - 7.1. Government resources and multiple demands
 - 7.2. Need of private sector education
 - 7.3. Challenges of quality education
- 8. Information in Education
 - 8.1. New concept of information explosion
 - 8.2. Expanding learning resources
 - 8.3. Information and communication technology (ICT) literacy
- 9. Technology in education

Note: Each student will conduct seminar on the topic assigned to him/her. Concerned teacher may include any other emerging topic along with topics mentioned above.

Recommended Text:

1. OECD (2019). Trends Shaping Education 2019. Centre for Educational Research and Innovation. https://doi.org/10.1787/trends_edu-2019-en
2. AIOU (2006) *Population Education Course MA EPM 584*, Islamabad: AIOU.

Suggested Readings:

1. Moncrieffe, M. (2018). Emerging issues and trends in education. DOI:10.1080/00131911.2018.1507302
2. Higher Education Commission (2012). *Contemporary Issues and Trends in Education*. Islamabad: HEC.
3. Ministry of Education, Curriculum Wing (2010), 13 Modules on Various Core Themes of Population Education, Islamabad.

EDUC-6110**Ethics and Professionalism in Education****3(3+0)****Course Description**

This course is designed to provide educators with a comprehensive understanding of ethical considerations and professional standards in the field of education. Teachers hold a vital role in shaping the lives of our students and contributing to the betterment of society. It is imperative as professional teachers navigate the complex ethical landscape and uphold the highest standards of professionalism in their practice.

This course will explore the fundamental principles of ethics and their significance in educational settings. Students will explore into various ethical theories and principles, allowing them to develop a solid foundation for ethical decision-making. By understanding these ethical frameworks, they can effectively address the ethical dilemmas and challenges that arise in their day-to-day work and professional lives. By embodying professionalism, teachers can establish and maintain positive relationships with students, colleagues, and parents, while upholding the integrity of the education profession. Therefore, prospective teachers will develop a deep understanding of ethical considerations in education, be able to apply ethical theories to real-life situations, and foster a strong commitment to professionalism and ethical behavior.

Course Objectives

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

1. Define and explain the concept of ethics and its relevance to the field of education.
2. Recognize and analyze ethical issues that arise in educational settings.
3. Apply ethical theories and principles to make informed decisions in educational contexts.
4. Understand and adhere to professional codes of conduct and standards in education.
5. Identify and address ethical challenges related to teaching and learning, including issues of equity, privacy, and academic integrity.
6. Demonstrate an understanding of ethical leadership principles and practices in educational settings.
7. Establish and maintain appropriate professional boundaries and relationships with students, colleagues, and parents.
8. Demonstrate responsible and ethical use of technology in educational settings.

Course Outline

1. Introduction to Ethics and Professionalism in Education
 - 1.1 Definition and importance of ethics in the field of education
 - 1.2 Definition and characteristics of professionalism in education
 - 1.3 Significance of professionalism for educators
 - 1.4 Role of professionalism in enhancing teaching and learning outcomes
 - 1.5 Ethical considerations in educational settings
2. Ethical Theories and Principles
 - 2.1 Overview of major ethical theories and their application in education
 - 2.2 Examination of ethical principles such as justice, autonomy, beneficence, and integrity
 - 2.3 Ethical decision-making frameworks for educators
3. Professional Codes of Conduct and Standards
 - 3.1 Exploration of professional codes of conduct and ethics in education
 - 3.2 Ethical principles and codes of conduct for educators
 - 3.3 Familiarization with national and international standards for educators
 - 3.4 Understanding the role of professional organizations in promoting ethical practices
4. Ethical Issues in Teaching and Learning
 - 4.1 Addressing equity and fairness in the classroom
 - 4.2 Maintaining student privacy and confidentiality
 - 4.3 Promoting academic integrity and addressing plagiarism
 - 4.4 Dealing with student diversity and inclusivity issues
5. Ethical Leadership in Education
 - 5.1 Examining ethical leadership principles and practices
 - 5.2 Building a positive and ethical school culture

- 5.3 Ethical decision-making in educational leadership roles
- 6. Professional Boundaries and Relationships
 - 6.1 Establishing appropriate teacher-student relationships
 - 6.2 Maintaining professional boundaries in interactions with students, colleagues, and parents
 - 6.3 Handling conflicts of interest and dual relationships
- 7. Ethical Use of Technology in Education
 - 7.1 Understanding digital citizenship and responsible technology use
 - 7.2 Addressing ethical issues related to privacy, online safety, and cyber bullying
 - 7.3 Promoting digital literacy and ethical behaviour in the digital age
 - 7.4 Ethical and responsible use of technology in the classroom
- 8. Professional Development and Ethical Growth
 - 8.1 Developing a professional identity as an educator
 - 8.2 Continuing professional development and lifelong learning
 - 8.3 Engaging in professional learning communities and networks
 - 8.4 Reflective practices and self-assessment for ethical growth
 - 8.5 Ethical challenges and dilemmas faced by educators and strategies for growth
- 9. Professionalism and Ethics in Educational Leadership
 - 9.1 Ethical responsibilities of educational leaders
 - 9.2 Leadership skills and practices for educators
 - 9.3 Promoting a culture of professionalism and ethical behavior in educational institutions
 - 9.4 Ethical considerations in policy-making and organizational decision-making
- 10. Ethics and Social Justice in Education
 - 10.1 Addressing social justice issues within the education system
 - 10.2 Equity in educational access and resources
 - 10.3 Culturally responsive teaching and inclusive practices
- 11. Ethical Collaboration and Communication
 - 11.1 Effective communication strategies for ethical interactions
 - 11.2 Collaborative decision-making and ethical teamwork
 - 11.3 Resolving ethical conflicts through constructive dialogue and negotiation
- 12. Professional Ethics and the Law
 - 12.1 Understanding the legal framework in education
 - 12.2 Legal obligations and ethical considerations for educators
 - 12.3 Navigating legal and ethical challenges in educational contexts

Recommended Text:

1. Strike, K. A., & Soltis, J. F. (2009). *Ethics and the Practice of Teaching*. Harvard University Press.
2. Schimmel, D. E., Wilson, L. R., & Arnold, H. L. (2017). *Professional Ethics for Educators and School Leaders*. Pearson.
3. Campbell, E., & Gorski, P. C. (2015). *Professionalism in Teaching: A Practical Guide for Teachers in the 21st Century*. Routledge.
4. Danielson, C., McGreal, T. L., & Haynes, N. M. (2018). *Teacher Leadership That Strengthens Professional Practice*. ASCD.

Suggested Readings:

1. Agbenyega, J. A. (2016). *Professional Ethics in Education: A Guide for Teachers, School Administrators, and Student Teachers*. Lexington Books.
2. Katz, M. S., & Splitter, L. (Eds.). (2011). *Moral and Ethical Issues in Teacher Education*. Information Age Publishing.
3. Begley, P. (2011). *Educational Leadership and Ethics: Developing a Normative Model*. Routledge.

URCG-5111

Translation of the Holy Quran – IV

1 (1+0)

Topic	Details
Semester/Level	In some discipline 7 th semester and in some discipline 8 th Semester/ BS (5 th Semester intake) 3 rd / 4 th
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – IV
Credit Hours	1(0-1)
Objectives	<ul style="list-style-type: none"> To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). Students To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe. To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. Through memorization students will develop their relation with last revelation.
Course Contents:	<p>○ تجارت اور وراثت:</p> <ul style="list-style-type: none"> • مال کی تقسیم • نادان کا مال • عوام الناس کا مال • عورتوں کا مال • یتیموں کا مال • کفار کا مال • جائز مال • معاہدے • رہن • قرض <p>○ سائنسی حقائق:</p> <ul style="list-style-type: none"> • تخلیق کائنات • اجرام فلکی • شجر و حجر • زمین و آسمان کے اسرار • ہوائیں اور طوفان • بہانم اور موسیٰ • حشرات الارض • پہاڑ اور سمندر
Grammar :	• قرآنی عربی گرامر کے اصول اور ان کے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)
Details of	▪ منتخب آیات مع ترجمہ و تجوید

	<ul style="list-style-type: none"> ▪ القدر (٤) ▪ الواجب (٦٩) ▪ الفاظ (١٣، ٢٠) ▪ الملك (١٩) ▪ الصف (١٠) ▪ الجن (١٣) ▪ الشورى (٢٨) ▪ الزخرف (١١) ▪ الفيل (١)
--	---

Semester-VIII

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Capstone	EDUC-6111	Thesis / Capstone Project	3(3-0)	Nil
Internship	EDUC-6112	Internship	3(0-3)	Nil
Major-23	EDUC-6113	Teaching Practice - I	6(0-6)	Nil
Major-24	EDUC-6114	Teaching Practice - II	6(0-6)	Nil

EDUC-6111

Thesis / Capstone Project

3(3+0)

Course Description

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

Steps:

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

Recommended Text:

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

Suggested Readings:

1. Masanja, N. M. (2019). *Practical Handbook to Dissertation and Thesis Writing*. Retrieved from https://uomustansiriyah.edu.iq/media/lectures/6/6_2020_03_03!08_53_23_AM.pdf
2. Bell, D. J., Foster, S. L., & John D. C. (2019). *Dissertations and Theses From Start to Finish: Psychology and Related Fields*. (3rd Ed.). Retrieved from <https://www.apa.org/pubs/books/4316188>

EDUC-6112**Internship at School****3(0+3)**

Course Description

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

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

Course Objectives

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

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

Course Outline

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

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

EDUC-6113
Introduction

Teaching Practice – I

6(0+6)

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

Student teachers will observe teaching practices of teachers who will work as mentor for the prospective teachers. During teaching practice-I all the prospective teachers will observe classroom teaching of senior teachers, laboratory management and various events and processes happening in educational institutes. Trainee teachers also learn by observing classroom management, laboratory designs, school building and infrastructure, school environment, and lot of co-curricular activities taking place in the school.

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

2. COURSE LEARNING OUTCOMES

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

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

COURSE DESCRIPTION

The Practicum consists of two important parts:

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

a. School Placement:

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

b. The Seminar:

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

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

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

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

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

Assessment framework Criteria of Teaching Practice -1

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

EDUC-6114**Teaching Practice – II****6(0+6)****Course Description**

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

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

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

2. COURSE LEARNING OUTCOMES

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

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

Assessment parameters

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

Model Lessons Evaluation Parameters

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

Assessment framework / Criteria of Teaching Practice

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

Minor Groups and Courses

Note: Student with single major and one minor will select any one of the following minor groups while students with single major and double minor will select any two of the following minor groups.

S#	Course code	Minor (ELT)	Credit Hours
1	EDUC-6115	Language skills	3
2	EDUC-6116	Phonetics & Phonology and Introduction to Grammar Teaching	3
3	EDUC-6117	English Grammar & Composition	3
4	EDUC-5118	Teaching of English Language	3
S#	Course code	Minor (Social Studies)	Credit Hours
1	EDUC-5119	History of Muslim Rule in South Asia	3
2	EDUC-5120	Geography	3
3	EDUC-6121	Human Rights Education	3
4	EDUC-5122	Teaching of History & Geography	3
S#	Course code	Minor (General Science)	Credit Hours
1	EDUC 5123	General Science	3
2	EDUC-6124	General Mathematics	3
3	EDUC-5125	Teaching of General Science	3
4	EDUC-6126	Teaching of Mathematics	3

EDUC-6115**Language Skills****3(3+0)****Course Description**

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The development of critical reading and writing skills is a major emphasis of the course. This course aims to enable the students to utilize English as a language of oral and written communication. This can only be possible through the integration of four language skills; listening, speaking, reading and writing. As students of Department of Education are trained to become teachers in the public and private sector schools, it is important to teach them in such a manner that they not only learn to practice language skills but also teach the skills to the students in their future professional career. To fulfill the purpose, students will be exposed to different approaches and methods of teaching language skills. They will also be assigned topics for presentations so that they can practice all four language skills during preparation and presentation of the topics.

Course Objectives

At the end of this course students will be expected to:

1. Understand four communication skills (reading, listening, writing, and speaking).
2. Understand the nature of the phenomenon of the four skills
3. Make a practical usage of these skills in real life
4. Define and exemplify the term sub-skills
5. Account for the division of skills into productive and receptive
6. Show how all skills are active in character;

Course Outline

1. An introduction to Language skills
 - 1.1. Channels of communication
 - 1.2. The Language skills
 - 1.3. Classification of Language skills
 - 1.4. The problems of assessment
2. Receptive Skills (Reading and Listening)
 - 2.1. Reading Skill
 - 2.2. What is reading?
 - 2.3. Types of reading (intensive reading, extensive reading, skimming, scanning, loud reading, silent reading)
 - 2.4. Techniques for reading
 - 2.5. Reading comprehension and summarizing
 - 2.6. Approaches to teaching reading
 - 2.7. Increasing Reading Speed (Slides and OHP)
 - 2.8. Faulty reading habits
3. Reading skills in Classroom
 - 3.1. Previewing
 - 3.2. Anticipating
 - 3.3. Predicting
 - 3.4. Scanning
 - 3.5. Skimming
 - 3.6. Inferring meaning
4. Listening Skill
 - 4.1. What is listening?
 - 4.2. Types of listening
 - 4.3. Real Life listening (purpose and expectations, response, visibility of the speaker. environmental clues)
 - 4.4. Listening to EFL (hearing the sounds, understanding intonation and stress, coping with redundancy and noise, using visual and environmental clues)

- 4.5. Techniques for Improving listening
5. Listening skills in classroom
 - 5.1. Intensive listening
 - 5.2. Extensive listening
 - 5.3. Teaching listening
 - 5.4. Stages in a listening lesson
 - 5.5. Types of listening material
6. Productive Skills (Writing and Speaking) Writing Skill
 - 6.1. What is writing?
 - 6.2. Approaches to teaching writing
 - 6.3. Creative and Imaginative writing
 - 6.4. Paragraph writing and Essay writing
 - 6.5. CV writing and job application writing
 - 6.6. Writing a research Paper
 - 6.7. Report writing
 - 6.8. Brain storming
 - 6.9. Punctuation
7. Writing skills in the classroom
 - 7.1. Three stages in teaching writing
 - 7.1.1. Controlled writing
 - 7.1.2. Guided writing
 - 7.1.3. Free writing
 - 7.2. Techniques for teaching guided writing
8. Speaking skill
 - 8.1. What is speaking?
 - 8.2. Approaches to teaching speaking
 - 8.3. Techniques for improving speaking
 - 8.4. Giving Presentations
 - 8.5. Role play
 - 8.6. Dialogue
 - 8.7. Simulations
 - 8.8. Problem solving exercises
9. Speaking skills in classroom
 - 9.1. Stages of speaking lesson
 - 9.1.1. The presentation stage
 - 9.1.2. The practice stage
 - 9.1.3. The production stage
 - 9.1.4. Accuracy and fluency- a review
 - 9.1.5. What makes a good dialogue

Recommended Text:

1. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2018). *Teaching English as a foreign language*, England: Routledge & Kegan Paul Ltd.
2. Bright, J.A. & Piggot, R. (2015). *Handwriting*. Cambridge: CUP

Suggested Readings:

1. Richards, J.C. (2015). *Communicative Language Teaching Today*. Singapore: RELC.
2. Swan, M. (2015). *Practical English Usage*. Oxford: OUP.
3. John, H. (2017). *Introduction to English language Teaching*. NY: Longman.

EDUC-6116 Phonetics & Phonology and Introduction to Grammar Teaching 3(3+0)**Course Description**

This course addresses the deficiencies of students in correctly pronouncing the words, knowledge of the syllables and syllable stress pattern in daily usage of English. Phonetics and Phonology of English is the neglected area in our schools as well as in higher education. Therefore, even after completing the graduation, the graduate are not able to pronounce the words and use the syllable stress appropriately. The second part of the course deals with Teaching of Grammar; its theories and approaches.

Course Objectives

1. Enable the students recognize phonetic symbols.
2. Make students know about organs of articulation and their working in producing different phonic sounds.
3. To enable the students recognize phonetic alphabets and write in phonetic transcript.
4. Guide the students about syllables and syllable stress pattern.
5. Develop the skill of pronouncing the words according to the correct syllable stress pattern through practice.
6. Enable the students know about different approaches to teaching grammar.
7. Guide the students about errors in common usage of English as a second language.

Course Outline

- 1- Introduction: vowels, diphthongs, and consonants
- 2- Organs of articulation; their working in pronouncing different sounds
- 3- Phonetic symbols and phonetic transcript.
- 4- Syllables, syllable stress, syllable stress pattern and recognition of syllable stress from dictionary with the help of phonetic alphabets.
- 5- Introduction to teaching of grammar.
- 6- Approaches to teaching of grammar;
 - 6.1 Inductive approach
 - 6.2 Deductive approach
 - 6.3 Communicative approach
 - 6.4 Integrative approach
- 7- Error Analysis
- 8- Common grammatical errors

Recommended Texts:

- 1- O'Connor, J. D. (1998). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.
- 2- Thornbury, S. (2002). How to Teach Grammar. Harlow: Pearson Education Limited.

Suggested Readings:

- 1- Turton, N. D. (2006). ABC of Common Grammatical Errors. London: MacMillan Heinemann.

EDUC-6117**English Grammar & Composition****3(3+0)****Course Description**

This course addresses the deficiencies of the students in English creative writing. Despite learning English as a Second Language up to Higher Secondary level, students are not able to write in their own expression. Self-writing is the basic component of writing research reports at the later stage of the program. It is also required to compete in the competitive exams for superior services. Therefore, it is obligatory for the teachers to enable their students to be competent in creative writing, summarizing and expanding the given statement into paragraph with correct grammar.

Course Objectives

At the end of this course students will be expected to:

- 1- make the students competent in using correct grammatical structure in self-writing.
- 2- enable the students to comprehend a paragraph.
- 3- enable the students summarize the given paragraph in their own expression.
- 4- make the students competent in expanding the introductory sentence into paragraph using self-writing.

Course Outline

- 1-Introduction: A brief revision of parts of speech; their usage in context.
- 2- Sentence structure. Subject and predicate; phrase and clause; simple, compound and complex sentences.
- 3- Introduction to paragraph comprehension.
- 4- Paragraph comprehension practice. At least Ten to fifteen paragraphs with comprehension questions at the end of each paragraph will be practiced.
- 5- Introduction to Précis writing.
- 6- Précis writing practice with at least ten to fifteen paragraphs.
- 7- Introduction to Expansion of Passages.
- 8- Expansion writing practice.

Recommended Texts:

- 1- Eastwood, J. (2002). *Oxford Practice Grammar* (2nd ed.). Oxford: Oxford University Press.
- 2- Swan, M., & Baker, D. (2012). *Grammar Scan* (3rd ed.). Oxford: Oxford University Press.

Suggested Readings:

- 1- Wren, P., & Martin, H. (2000). *High School Grammar & Composition*. New Delhi: S. Chand & Company Limited.

EDUC-6118**Teaching of English Language****3(3+0)****Course Description**

The deteriorating standard and quality of education in general and at elementary & secondary level in particular are due to substandard and low quality of ELT. The major drawbacks of our students up to secondary level are their poor pronunciation, fluency, comprehension and creative writing. Moreover, their skills of reading, writing, speaking and listening are also deficient. The major reason for these deficiencies is our English teachers who are not well-trained only but are also non –professionals. And even if they are somewhat trained, their training is not up to the mark. Usually graduate teachers with B.Ed. are appointed as English teachers whose training lacks many things .Keeping in view all these limitations and demands of the 21st century education, we have designed these courses of ELT to meet the challenges of new-millennium. One of these two courses deals with the methods techniques and approaches to ELT. It focuses mainly on the latest methods & techniques especially the modern software’s & simulations available in the market. The second course in this regard consists of the review of English content from class I--X and its effective teaching by applying various methods studied in the first course. Moreover, we have a special course of four credit hours to improve the communication skills of the students in the first semester entitled as “Communication Skills” in English.

Course Objectives

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

1. Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
 2. Teach different units of the syllabi efficiently and effectively up to secondary level
 3. Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
 4. Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently
- Course Outline

1. Contribution of linguistics and psychology to the teaching of English
 - 1.1. Language learning theories
 - 1.1.1.Learning a Language.
 - 1.1.2.Second Language Pedagogy
 - 1.1.3.Language as a Rule-governed Behaviour.
 - 1.1.4.Language as a Skill.
 - 1.1.5.International Language skills
 - 1.1.6.Learning mother tongue and second language
 - 1.1.6.1. Interference and Transfer from the Mother Tongue on Learning a Second Language.
 - 1.1.6.2. Implications for Teaching Methods.
2. Teaching Reading
 - 2.1. Teaching Writing
 - 2.2. Approaches to teaching writing at elementary & secondary level
 - 2.3. Simple sentence and Complex sentence
 - 2.4. Paragraph writing
 - 2.5. Essay writing
 - 2.6. Report writing
 - 2.7. Creative writing
 - 2.8. Story writing and Letter writing
 - 2.9. Application writing
3. Approaches to teaching reading
 - 3.1. Loud reading
 - 3.2. Silent reading
 - 3.3. Reading strategies
 - 3.4. Scanning and Skimming
 - 3.5. Dealing with comprehension question
 - 3.6. Reading poetry

- 3.7. Reading prose
- 3.8. Extensive reading
- 3.9. Intensive reading
- 3.10. Checking faulty reading: sub vocalization, finger pointing, regressions
4. Teaching Speaking
 - 4.1. Approaches to teaching speaking
 - 4.2. Teaching pronunciation
 - 4.3. Dialogues (simulation)
 - 4.4. Monologues (Presentations & paper reading)
 - 4.5. Discussions
 - 4.6. What is efficient and effective speaking?
5. Teaching Listening
 - 5.1. Approaches to teaching listening
 - 5.2. Listening words
 - 5.3. Listening utterances
 - 5.4. Using different clues for understanding
 - 5.5. What is efficient and effective listening?
6. Teaching Vocabulary
 - 6.1. Introducing new words and improving vocabulary
 - 6.2. Vocabulary through reading
 - 6.3. Guessing through contexts
 - 6.4. Spellings
7. Teaching Grammar
 - 7.1. What is grammar? Basic concepts
 - 7.2. Parts of speech
 - 7.3. Phrases
 - 7.4. Clauses
 - 7.5. Punctuation
 - 7.6. Tenses
 - 7.7. Change of voice
 - 7.8. Change of narration
 - 7.9. Common grammatical errors
8. English Language Teaching
 - 8.1. Theoretical background to language teaching
 - 8.2. Difference between first language, second language learning
 - 8.3. Status of English in Pakistan
 - 8.4. Why learn second language?
 - 8.5. Theories of learning and their applications in language learning and teaching
 - 8.6. Recent trends in Teaching English Language: Communicative Language Teaching, Cooperative Language Teaching, Task-based Language Teaching and Activity Based Language Teaching
9. Methods ,Approaches and Techniques of ELT
 - 9.1. Methods
 - 9.1.1. The grammar translation method
 - 9.1.2. The direct method
 - 9.1.3. Dr West's new method
 - 9.1.4. The audio-lingual method
 - 9.2. Approaches
 - 9.2.1. Natural approach
 - 9.2.2. Communicative approach
 - 9.2.3. Eclectic approach
 - 9.2.4. Structural approach
 - 9.3. Testing:
 - 9.3.1. Testing and Evaluation of Language Skills.
 - 9.3.2. Types of Tests.

9.3.3. Types of Achievement Tests.

9.3.4. Construction of a Good Test – Objectivity, Reliability, Validity and Administrability

9.3.5. Item Analysis.

10. Instructional Aids

10.1 Audio- Visual Aids

10.2 Teacher-made Aids – Flash Cards, Pictures, Charts, Models, Blackboard Sketches.

10.3. Electronic Aids – Overhead Projector, Tape Recorder, Lingua Phone Records, Radio, Television

10.4 Programmed learning

10.5 Language laboratory

10.6 Technology enabled language learning

10.7 Computer assisted language learning (call).

10.8. Multimedia for ELT

10.9 Web based Language Learning

Recommended Text:

1. Richards, J. C. (2017). *Interchange*. Cambridge University Press. Retrieved from www.cambridge.org/interchange
2. John, H. (2017). *Introduction to English language Teaching*. Ny: Longman.

Suggested Readings:

1. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2018). *Teaching English as a Foreign Language*. Routledge & Kegan Paul Ltd.
2. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.
3. Dad, K. D., & et al. (2017). *English I*. Allama Iqbal Open University, Islamabad.
4. Muthukumar, V. (2015). *Teaching of English*. Bharathidasan University, Tiruchirappalli. Retrieved from <https://www.pdfdrive.com/>

EDUC-6119**History of Muslim Rule in South Asia****3(3+0)****Course Description**

The purpose of this course is to help prospective teachers to gain a foundational perspective of history of Muslim rule in South Asia. The present course describes the geographical, political, social religious and economic conditions of South Asia. This course is about to know the development and functioning of societies, polities, institutions, and thought in South Asia, when the bulk of the subcontinent was under Muslim rulers. This course covers the period from the establishment of Turkish rule in Delhi until the colonial takeover (ca. 1200-1800), and includes the Delhi Sultanates, Mughal Empire, the transition to British rule and their contemporaries. Whereas traditional historiography tends to focus on the history of the Indo-Gangetic Plains, this module expands the scope to include the subcontinent as a whole, examining the developments and responses to political change beyond this core region. This course will also help to identify the causes of Arab invasion and its political, cultural, religious and social impacts.

Course Objectives

After completing this course students will be able to:

1. Know the history of Arab Muslim Conquers
2. Understand the history of Muslim rulers from Khilji to Mughals
3. Describe the rise and fall of Muslim Empire
4. Comprehend the salient features of Muslim Dynasty
5. Know little about five dynasties like Slave, Khilji, Thughlaq, Syed and Lodhi's rules in the Sub-continent.

Course Outline

1. South Asia on the eve of Arab Conquest
 - 1.1. Historical background, geographical, political, social, religious and economic conditions of South Asia; its relations with neighboring regions.
 - 1.2. Causes of Arab invasion of Sindh
 - 1.3. Muhammad Bin Qasim and his conquests,
 - 1.4. Arab administration of Sindh, settlement of Brahmanabad-political, cultural, religious and social impacts of the conquest. City states of Makran,
2. Ilburi Turks
 - 2.1. Sultan Qutbuddin Aibak,
 - 2.2. Sultan Shams-ud-Din Iltutmish, his early difficulties; his achievements as the real founder of Sultanate, relations with caliphate, his successors,
 - 2.3. Sultan Razia, Nasiruddin Mahmud and his policy,
 - 2.4. Ghiasuddin Balban, his theory of Kingship, consolidation of Sultanate, Mongol problem,
 - 2.5. Kaiquabad and the end of Ilburi Turk's dynasty, slave system as a source of weakness and strength.
3. Ghaznavid Period
 - 3.1. Historical Background and The Rise of the Ghazni
 - 3.2. Subuktigin, an Important Leader
 - 3.3. Rise of Ghazni in the Age of Subuktigin
 - 3.4. The Regime of Sultan Mehmood of Ghazni (997-1030CE), Sultan Mahmood, Early Expedition
 - 3.5. Mahmood's Battle of Somnath and Sultan Mahmood Ghazni's Death
 - 3.6. Mahmood's Personality and Success and End of Ghaznavid Dynasty
4. Ghoris Period (before 879-1215C.E)
 - 4.1. Sultan Shahab-ud-Din Muhammad Ghauri
 - 4.2. Initial Conquests of Muhammad Ghauri
 - 4.3. First Conquest of Tarian(1191C.E.)
 - 4.4. Second Conquest of Tarian (1192 C.E.)
 - 4.5. Last Years of Ghauri's Life
 - 4.6. Sultan Muhammad Ghauri's Personality
5. Khalji Dynasty
 - 5.1. Significance of Khalji Revolution
 - 5.2. Feroz khalji and his character;

- 5.3. Sultan Alaudding Khalji, his reforms and conquests,
- 5.4. Deccan policy;
- 5.5. Malik Kafur,
- 5.6. Qutbuddin Mubarak and end of the Khalji Dynasty.
6. Tughluq Dynasty
 - 6.1. Ghiassuddin Tughluq; his administration and character:
 - 6.2. Muhammad bin Tughluq; his character and personality, mixture of two extremes,
 - 6.3. his plans and their failure, out-break of rebellions,
 - 6.4. his Deccan policy.
 - 6.5. Sultan Feroz Shah Tughluq, his Timur's invasion;
 - 6.6. End of Tughluq dynasty.
7. Sayyids,
 - 7.1. Khizar Khan: Character and achievements.
8. Lodhis
 - 8.1. Sikandar Lodhi: his administration and religious policy.
 - 8.2. Behlul Lodhi
 - 8.3. Ibrahim Lodhi and end of the Delhi Sultanate.
9. Mughals
 - 9.1. Mughal's Rule in India
 - 9.2. Rule of Babar and Hamayun
 - 9.3. Rule of Akbar and Jahngir
 - 9.4. Rule of Shajahan and Aurangzeb Alamgir
 - 9.5. Reasons of Fall of Mughal Empire and Effects on Muslim Rule

Recommended Texts:

1. Ikram, S.M. (2018). *History of Muslim Civilization in India and Pakistan*. New York: Columbia University Press.

Suggested Readings:

1. Habibullah, A.B.M. (2016). *The Foundation of Muslim Rule in India*. Dhakka: Allahabad Central Book Depot.
2. Abdul Qadir, (2015). *History of Indo-Pak*. Lahore: Haque Brothers.
3. Haig, W. (2015). *The Cambridge History of India*. Cambridge: Cambridge University Press.
4. Qurashi, I. H. (2015). *The Administration of the sultanate of Delhi*. Lahore: Sh. Muhammad Ashraf.

EDUC-5120**Geography****3(3+0)****Course Description**

The purpose of this course is to equip prospective teachers with knowledge of geography of Pakistan, soil formation and environmental challenges in the region. The course will cover a series of major themes of geographic enquiry. The dynamic nature of the physical environment will provide a foundation on which the human/cultural landscape has evolved. Specific areas of investigation will focus on an explanation of the parameters of geography: the role of maps and mapmakers: an awareness of some of the major forces of physical processes and resulting topography: a review of the dynamics of the atmosphere and subsequent climate types: the impact of population growth: and case studies that take an in depth look into a series of issues in economic, political, urban, and cultural geography. Students will explore the Earth's physical systems with an emphasis on weather and climate, water, ecosystems, geologic processes and landform development.

Course Objectives

Students will be able to

1. Understand the geography of Pakistan
2. Know about Soil formation
3. Describe Environmental challenges
4. Comprehend Population and natural resources
5. Have broad knowledge about the location of Pakistan
6. Have a clear idea of immediate neighbours of Pakistan.
7. Describe the physical features of Pakistan
8. Explain the strategic importance of Pakistan.

Course Outline

1. Physiographic:
 - 1.1. Mountains
 - 1.2. Plateaus
 - 1.3. Plains
2. Hydrology
 - 2.1. Hydrology of Pakistan
 - 2.2. Glaciers of Pakistan
 - 2.3. Rivers
 - 2.4. Lakes
3. Climate:
 - 3.1. Climate and weather
 - 3.2. Climatic elements
 - 3.3. Climatic zones
 - 3.4. Seasons
 - 3.5. Temperature
 - 3.6. rainfall, effects of the climate on the lives and economic activities in different regions
4. Soil:
 - 4.1. factors of soil formation in Pakistan
 - 4.2. soil classification, soil erosion
 - 4.3. Vegetation
 - 4.4. Natural Vegetation of Pakistan
 - 4.5. Types of vegetation of Pakistan
5. Environmental challenges:
 - 5.1. topographic constrains climatic constrains
 - 5.2. floods, desertification, earthquakes
 - 5.3. population growth and recourses
 - 5.4. salinity and water logging
 - 5.5. urban growth and environmental problems, air pollution, water pollution
6. Agriculture General

- 6.1. Importance of agriculture
- 6.2. Problems of Agriculture
- 6.3. solutions of Agriculture problems
- 7. Agriculture production
 - 7.1. Crops in Pakistan
 - 7.2. Division of crops
 - 7.3. Food crops
 - 7.4. Non-food crops
- 8. Livestock and Dairy
 - 8.1. Classification of livestock
 - 8.2. Dairy
 - 8.3. Poultry
 - 8.4. Fishing
 - 8.5. Issues of livestock sector in Pakistan
- 9. Population composition:
 - 9.1. age compositions
 - 9.2. labour force
 - 9.3. languages, literacy
 - 9.4. religion
- 10. Mineral resources of Pakistan
 - 10.1. Classification of minerals
 - 10.2. Mining
 - 10.3. Distribution of minerals in Pakistan
 - 10.4. Mineral fuel

Recommended Text:

1. Punjab Text Book Board (2018). *Curriculum for Geography grades vi -viii*. Lahore: Punjab Text Book Board
2. Sit, V. (2002). *Integrated geography*. Hong Kong: Longman.

Suggested Readings:

1. Khan, F.K. (2016). *Geography of Pakistan*. England: Oxford University Press.
2. Castree, N, et al. (2015). *A companion to environmental geography*. Hong Kong: SNP Best-set Typesetter Ltd. Retrieved from <https://www.uv.mx/personal/fpanico/files/2011/04/AA.-VV.->
3. San, W. H. (2012). *Understanding Geography*, Hong Kong: Longman

EDUC-6121**Human Rights Education****3 (3+0)**

Course Description

Human rights education is defined as the learning process that builds up the required knowledge, values, and proficiency of human rights of which the objective is to develop an acceptable human rights culture. This type of learning teaches students to examine their experiences from the human rights point of view enabling them to integrate these concepts into their values and decision-making. UN is urging and supporting all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education. Learning for human rights, by developing skills, attitudes and values and to apply human rights values in their lives and to take action, alone or with others for promoting and defending human rights. The goal of this course is to help prospective teachers to gain knowledge and understanding about their Human Rights in the field of education.

Course Objectives

Students will be able to;

1. Understand the historical basis of human right education
2. Comprehend human right education and training of teachers.
3. Apply their rights as citizen
4. Know their responsibility as a citizen
5. Explain the policies of Human Rights

Course Outline

1. Human Right Education
 - 1.1 Historical basis of Human Right Education
 - 1.2 Determinants of Education of human right
 - 1.3 Rationale for Human Rights Education
 - 1.4 What Are Human Rights?
 - 1.5 What Is Human Rights Education?
 - 1.6 The Goals of Human Rights Education
 - 1.7 Principles of human Rights Education
2. The Art of Facilitation
 - 2.1 Personal challenges for human rights education
 - 2.2 The practice of facilitation
 - 2.3 Facilitating human rights Education
 - 2.4 Dealing with difficulties
3. Essential Components of Human Rights Education
 - 3.1 What? The Content of Human Rights Education
 - 3.2 How? Human Rights Learning Communities
 - 3.3 How? Building Blocks for Human Rights Education
 - 3.4 Where? Adapting to Local Context, Cultures, and Concerns
4. Methodologies for human rights Education
 - 4.1 Methods for Human Rights Education
 - 4.2 Techniques for Human Rights Education
 - 4.3 Activities for Human Rights Education
5. Planning Presentations for Human Rights Education
 - 5.1 Principles for Human Rights Presentations
 - 5.2 Encouraging Human Rights Education in Your
 - 5.3 Sample Timelines, Checklists, and Evaluation Forms
 - 5.4 Workshop Models for Human Rights Education
6. The Human Rights Teaching
 - 6.1 Methods of Human Rights Teaching
 - 6.2 Human Rights Environment in school
 - 6.3 Role of teacher Educators
 - 6.4 Problem Faced by Teachers of human Rights
 - 6.5 Suggestions to solve the Problems
7. Evaluation Rights Program
 - 7.1 Questions about Evaluation

- 7.2 Different evaluation scenarios
- 7.3 Asian scenarios
- 7.4 Pakistani scenario
- 8. Resources of Human Rights Education
 - 8.1 Media resources
 - 8.2 Websites resources
 - 8.3 Other resources
 - 8.4 Resources available in Pakistan
- 9. Teaching of human Rights
 - 9.1 Methods of teaching
 - 9.2 Skills of teaching
 - 9.3 Activities for teaching
 - 9.4 Projects for teaching

Recommended Text:

1. Ruane (2016). *Human Rights Education: Reflections on Theory and Practice*. Liffey Pr.
2. Andreopoulos, George J. (2014). *Human Rights Education for the Twenty-First Century*. University of Pennsylvania.

Suggested Reading:

1. Osler, Audrey. (2015). *Teachers and Human Rights Education*. Trentham Books Fionnuala Waldron & Brian
2. Unia. (2016). *Human Rights of older persons*. Monitoring Report on the Human Rights situation, Interfederal Centre for Equal Opportunities. Belgium.

EDUC-6122**Teaching of History & Geography****3(3+0)****Course Description**

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

Course Objectives

Students will be able to;

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

Course Outline

1. Physiography
 - 1.1. What is Physiography
 - 1.2. Mountains
 - 1.3. Plateaus
 - 1.4. Plains
2. Climate
 - 2.1. Climate and weather
 - 2.2. Temperature and atmosphere
 - 2.3. Rainfall
 - 2.4. winds
 - 2.5. Air Pressure
3. Hydrology
 - 3.1. Hydrology of Pakistan
 - 3.2. Glaciers of Pakistan
 - 3.3. Rivers of Pakistan
 - 3.4. Lakes of Pakistan
 - 3.5. Agriculture general
 - 3.6. Minerals of Pakistan
4. Human settlements
 - 4.1. Indus valley civilization
 - 4.2. The Aryan Era
 - 4.3. Socio-cultural development
 - 4.4. Foundation
5. Mughal's Rule in India
 - 5.1. Rule of Babar and Hamayun
 - 5.2. Rule of Akbar
 - 5.3. Rule of Jahngir
 - 5.4. Rule of Shajahan
 - 5.5. Rule of Aurangzeb Alamgir
6. Effect of Islam on Hindu Society
 - 6.1. Political affects
 - 6.2. Social affects
 - 6.3. Economic affects

- 6.4. Religious affects
- 7. Role of Sufia in Promotion of Islam
 - 7.1. Chishtia Chain/Order
 - 7.2. Saharwardia Chain/Order
 - 7.3. Qadaria Chain/Order
 - 7.4. Naqshbandia Chain/Order
- 8. Teaching
 - 1.1. Teaching history and geography
 - 1.2. Use of A.V-aids in teaching history
 - 1.3. Use of A.V-aids in geography
 - 1.4. Planning lessons
 - 1.5. Imparting instruction
- 9. Methods of teaching in History and Geography I
 - 9.1. Expository method
 - 9.2. Laboratorial or practical method
 - 9.3. Demonstration
 - 9.4. Discussion method
- 10. Methods of teaching in History and Geography II
 - 10.1 Problem solving method
 - 10.2 Project method
 - 10.3 Discovery and inquiry method
 - 10.4 Activity based teaching

Recommended Text:

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

Suggested Readings:

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

EDUC-6123**General Science****3(3+0)****Course Description**

The purpose of this course is to increase prospective teachers understanding of basic scientific concepts. This course used to heighten student awareness of scientific issues affecting their lives and increase their interest in science. This course is designed to introduce prospective teachers to the concepts and practical applications of the physical sciences, so that they will become an informed citizen in an increasingly science and technology based society. The present course explores scientific method and its application in everyday life. The current course explores the various aspects of general science field in order to develop scientific vocabulary and enhance prospective teachers' comprehension of written scientific material from a variety of sources to increase ability to solve scientific problems and to enhance scientific inquiry skills through conducting scientific experiments and participating in hands on activities. This course will also enable students to apply appropriate methods and techniques for effective learning in Science.

Course Objectives

The course will enable learners to:

1. Understand scientific concepts
2. Differentiate between scientific products and scientific processes
3. Understand the underlying principle of science education
4. Apply appropriate methods and techniques for effective learning in Science

Course Outline

1. Introduction and Role of Science
 - 1.1. Branches and history of Science
 - 1.2. Concept of science in Islam
 - 1.3. Contribution of Muslim and Pakistani scientists
 - 1.4. Scientific Methods
 - 1.5. Observations, Hypothesis and Theory
2. Our Life and Chemistry
 - 2.1. The building elements for life
 - 2.2. Water and its properties
 - 2.3. Elements and Compounds
 - 2.4. Mixture, solutions and gases in air
 - 2.5. Molecular structure
3. Biochemistry and Biotechnology
 - 3.1. Enzymes
 - 3.2. Blood composition
 - 3.3. DNA
 - 3.4. Crops and disease control
 - 3.5. Recycling of waste materials
4. Human Health
 - 4.1. Components of diet
 - 4.2. Food and Energy
 - 4.3. Importance of balanced diet
 - 4.4. Importance of exercise
 - 4.5. Use of first aid
5. Disease cause and prevention
 - 5.1. Disease caused by viruses, bacteria, parasites, fungi and their prevention
 - 5.2. Spread of microorganisms
 - 5.3. Prevention for microbial disease
 - 5.4. Mental diseases and their treatments
 - 5.5. Drugs, medicine and addiction

6. Environment
 - 6.1. Earth's environment
 - 6.2. ozone layer
 - 6.3. Reflection and absorption of energy
 - 6.4. Climate changes
 - 6.5. Types of pollution and their impact
7. Energy
 - 7.1. Work and energy
 - 7.2. Forms and measurement of energy
 - 7.3. Demand and production of energy
 - 7.4. Energy and environment
 - 7.5. Degradation of environment
8. Human Systems
 - 8.1. Blood circulatory system
 - 8.2. Digestive system
 - 8.3. Reproductive system
 - 8.4. Excretory system
9. Current Electricity
 - 9.1. Concept of electricity
 - 9.2. Direct and alternating current
 - 9.3. Conventional current
 - 9.4. Ohm's law
 - 9.5. circuit

Recommended Texts:

1. Punjab Text Book Board (2019). *General Science IX & X*. Lahore: Punjab textbook Board.
2. Agha Khan University Examination Board (2002). *General Science IX- X (based on National Curriculum 2002)*. Karachi: AGKEB

Suggested Readings:

1. DeBoer, G. (2019). *A history of ideas in science education*. New York: Teachers College Press.
2. Pearl, J., & Mackenzie, D. (2018). *The book of why: the new science of cause and effect*. New York: Basic Books.
3. William, L. E. (2012). *The teaching of general science*, Chicago: The University of Chicago Press.

EDUC-6124**General Mathematics****3(3+0)****Course Description**

The purpose of this course is to help prospective teachers to gain a foundational perspective of mathematics. This course is designed for students who plan to major in elementary education and ultimately become teachers. The present course explores practical and daily life exploration of mathematics. This course will provide students with a thorough and rigorous foundation in arithmetic operations and problem solving. Prospective teachers will achieve a deeper and more meaningful understanding of the underlying structure of elementary mathematics and they learn to communicate the nuance of mathematics to an elementary level audience. The focus in this class is on developing a deeper understanding as to why the operations in arithmetic work as they do, and using these operations to develop algorithms and models for use in problem solving. Prospective students will be expected to make reasoned and rigorous mathematical arguments with a strong emphasis on communicating mathematical ideas in written and verbal form.

Course Objectives

After completion of this course the student will be able to:

1. Understand the use of the essential tools of basic mathematics
2. Apply the concepts and the techniques in their respective disciplines
3. Model the effects non-isothermal problems through different domains
4. Understand geometry and its features

Course Outline

1. Introduction to Mathematics
 - 1.1. Pure and Applied mathematics.
 - 1.2. The place of mathematics in everyday life.
2. Sets and Functions
 - 2.1. System of Real Numbers,
 - 2.2. Exponents and Radicals
 - 2.3. Logarithms
3. Factorization
 - 3.1. Remainder Theorem
 - 3.2. Factor Theorem
 - 3.3. Cube polynomial
4. Algebraic Manipulations
 - 4.1. Highest common factor and least common multiple
 - 4.2. Basic operation on Algebraic Fraction
 - 4.3. Square root
5. Matrices and Determinants
 - 5.1. Types of matrices
 - 5.2. Addition and subtraction of matrices
 - 5.3. Multiplication of matrices
6. Geometry
 - 6.1. Introduction to Geometry,
 - 6.2. practical
 - 6.3. Theoretical Geometry
7. Ratios & proportion
 - 7.1. Introduction
 - 7.2. Statements
 - 7.3. Reasons
8. Trigonometry
 - 8.1. Definition
 - 8.2. Classical Trigonometry
 - 8.3. Modern Trigonometry
 - 8.4. Principles

9. Zakat
 - 9.1. Ushr,
 - 9.2. Inheritance
 - 9.3. Introduction to Business mathematics
10. Linear equations and inequalities
 - 10.1 Linear equations
 - 10.2 Equations involving absolute value
 - 10.3 Linear inequalities
 - 10.4 Solving linear inequalities

Recommended Texts:

1. Punjab textbook Board (2019). *Mathematics for class 7th*. Lahore: Punjab textbook Board.
2. Punjab textbook Board (2019). *Mathematics for class 8th*. Lahore: Punjab textbook Board.

Suggested Readings:

1. Punjab textbook Board (2019). *Mathematics for class 9th & 10th*. Lahore: Punjab textbook Board.
2. Smith, K. J. (2016). *Nature of mathematics*. USA: Cengage Learning.
3. Jourdain, P. E. (2018). *The nature of mathematics*. England: Courier Corporation.

EDUC-6125**Teaching of General Science****4(4+0)****Course Description:**

In this course emphasis is put on methods of teaching and lines of approach to the subject matter, rather than on the content of a syllabus. It is hoped that, by the use of good methods, the teacher will be able to lead his pupils towards an appreciation of scientific methods and all understanding of Science. The study of General Science in Primary and Secondary school is linked to National prosperity and economic development. The course is designed for the effective interactive ways of teaching science. The course will highlight the power of observation and inquisitiveness in general sciences studies. It will also focus on how to relate facts, concepts, and theories to every day experience to develop highly knowledgeable, highly skilled teachers do make a difference in terms of student learning using low cost and no cost and traditional audio visual as well as ICT in teaching learning process.

Course Objectives

The course will enable learners to:

1. Understand scientific concepts
2. Differentiate between scientific products and scientific processes
3. Understand the underlying principle of science education
4. Apply appropriate methods and techniques for effective learning and teaching in Science

Course Outline

1. Nature, Aims and Objectives of Teaching Science
 - 1.1. Definition of science, nature of science
 - 1.2. Scope and characteristics
 - 1.3. Aims and objectives of teaching science
 - 1.3.1. Bloom's taxonomy
 - 1.3.2. Taxonomy and classification of objectives
 - 1.3.3. Writing objectives in behavioural terms
 - 1.3.4. Objectives in science education at various levels
2. Unit and lesson planning
 - 2.1. Instructional Course Objectives
 - 2.1.1. General Instructional Objectives(GIOs) and Specific Instructional objectives(SIOs)
 - 2.2. Functions of SIOs, Criteria for writing SIOs
 - 2.3. Unit plan
 - 2.3.1. Steps involved in unit plan
 - 2.3.2. Lesson plan
 - 2.3.3. Criteria for good lesson plan
 - 2.3.4. Steps of lesson plan
 - 2.3.5. Model lesson plan
3. Methods of Teaching General Science I
 - 3.1. Demonstration cum-lecture method
 - 3.2. Discovery method
 - 3.3. Project method
 - 3.4. Problem solving
 - 3.5. Heuristic method
 - 3.6. Laboratory method
 - 3.7. Inquiry method
 - 3.8. Assignment method
 - 3.9. Activity method
4. Methods of Teaching General Science II
 - 4.1. Scientific methods
 - 4.2. Panel discussion
 - 4.3. Seminar

- 4.4. Symposium
- 4.5. Workshop
- 4.6. Team teaching
- 4.7. Personalized system of instruction
- 4.8. Computer Assisted Instruction
- 4.9. Mobile Assisted Instruction
5. Microteaching
 - 5.1. Meaning and definition
 - 5.2. Characteristics
 - 5.3. Cycle of microteaching
 - 5.4. Steps of microteaching
 - 5.5. Practice of relevant skills
 - 5.6. Reinforcement
 - 5.7. Need for link lesson in microteaching
6. Science teacher and Laboratory: I
 - 6.1. What are A.V aids
 - 6.2. Psychology of using
 - 6.3. Types of A.V aids
 - 6.4. Essential qualities for using A.V aids
 - 6.5. Principles of using teaching aids
 - 6.6. Using low cost teaching aids
7. Technology and Science Teaching:
 - 7.1. Radio and tape recorder
 - 7.2. T.V, LCD projection and Multimedia
 - 7.3. Educational Broadcast
 - 7.4. ICT and e-resources in classroom
 - 7.5. Role of internet
8. Science teacher and Laboratory
 - 8.1. Science Teacher
 - 8.1.1. Academic and professional Qualification
 - 8.1.2. Need of In service education
 - 8.2. Location and types of science laboratory
 - 8.3. Apparatus and equipments
 - 8.4. Improvised apparatus
 - 8.5. Laboratory manual and instructions
 - 8.6. Mishaps and remedies
9. Technology and scientific Teaching
10. Evaluation
 - 10.1 Designing a test
 - 10.2 Achievement test in Science
 - 10.3 Subjective and objective tests
 - 10.4 Administering & scoring a test
 - 10.5 Interpreting test results

Recommended Text:

1. Terry Jennings (2019). *Oxford Secondary Science Teaching Guide 1* Oxford University Press
2. Shahid, P., & et al. (2015). *Teaching of General Science* (16th ed.). Allama Iqbal Open Univesrity, Islamabad.

Suggested Readings:

1. DeBoer, G. (2019). *A history of Ideas in Science Education*. Teachers College Press.
2. Pearl, J., & Mackenzie, D. (2018). *The book of why: the new science of cause and effect*. Basic Books.
3. *Punjab Text Book Board (2019). General Science IX & X*. Punjab textbook Board, Punjab *Pakistan*.
4. Muthukumar, V. (2015). *Teaching of Science*. Bharathidasan University, Tiruchirapplli. Retrieved from <https://www.pdfdrive.com/>

EDUC-6126**Teaching of Mathematics****3(3+0)****Course Description**

Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing a wide range of pedagogies and strategies. Teaching Mathematics requires specific knowledge, understanding and skills in interpreting the Mathematics Curriculum and developing a wide range of pedagogies and strategies. The course is designed to prepare pre-service teachers to be effective classroom teachers through a comprehensive introduction to the learning and teaching of Mathematics across the primary years. This course will equip prospective teachers with knowledge and skills to teach math to grades I through VIII. They will become familiar with the math curriculum and expected student learning outcomes. Prospective teachers will learn to use a variety of instructional methods that promote active learning of math, including making and using teaching and learning materials like AV-aids. They will also understand the concept and need of Mathematics Laboratory and its essentials and use in teaching of mathematics.

Course Objectives

1. At the end of the course, the prospective teachers will be able to:
2. Begin using the pedagogical skills and competencies required to teach mathematics in elementary grades
3. Describe the nature, history, and development of mathematics education in Pakistan and internationally.
4. Apply effectively the various methods of teaching mathematics
5. Know and use techniques and strategies of teaching mathematics at elementary level
6. Make and use teaching aids effectively

Course Outline

1. Aims , Objectives and values of Teaching Mathematics
 - 1.1. Definition of Mathematics
 - 1.2. Meaning of mathematics
 - 1.3. Brief history of Mathematics
 - 1.4. Mathematics in relation with other subjects
 - 1.5. Values of maths
 - 1.6. Need and importance of objectives-based teaching of maths
2. Methods of Teaching Mathematics:
 - 2.1. Inductive Method and Deductive Method
 - 2.2. Dogmatic and Lecture
 - 2.3. Analytic method and Synthetic Method
 - 2.4. Heuristic Method and Project Method
 - 2.5. Problem Solving Method
3. Techniques of Teaching Mathematics
 - 3.1. Oral work, written work, assigned work, project work
 - 3.2. Discussions/ Group work
 - 3.3. Drill and practice
 - 3.3.1. Forms of classrooms organization (whole class, large group, small group, individual work)
4. Skills of teaching maths
 - 4.1. Skills of Stimulus variation
 - 4.2. Reinforcement skill
 - 4.3. Skills of demonstration
 - 4.4. Skills of problem questions
 - 4.5. Lesson planning
 - 4.6. Place of mathematics in school curriculum
5. Model of Teaching Maths
 - 5.1. Explicit teacher model
 - 5.2. The path smoothing model
 - 5.3. An Alternative model
 - 5.4. Formation and application of mathematical concepts
6. Teaching Aids and Mathematics Laboratory
 - 6.1. Importance of teaching aids in mathematics teaching
 - 6.2. Some important modern teaching aids for mathematics including computer

- 6.3. How to set up a mathematics laboratory in elementary school
- 6.4. How to use teaching aids and mathematics laboratory
- 6.5. Use of low cost /no cost materials (from classrooms and surrounding for teaching of mathematics)
- 6.6. Child centred Activities in mathematics (educational trips, preparation of materials)
- 7. Measuring Achievements in Mathematics
 - 7.1. Preparation of different type of tests in mathematics
 - 7.2. Using tests for diagnostic purpose
 - 7.3. Interpreting test results
- 8. Planning Mathematics Learning
 - 8.1. Importance of planning in teaching of mathematics.
 - 8.2. Planning for the full course.
 - 8.3. Scheme of work.
 - 8.4. Lesson planning.
 - 8.5. Qualities of good lesson plan.
 - 8.6. Development of model lesson plans.
- 9. Content
 - 9.1. Numeration Systems
 - 9.2. Concept of Addition and Subtraction
 - 9.3. Concept of Multiplication and divisions
 - 9.4. Numbers Theory & Integers
 - 9.5. Fractions
 - 9.6. Set & Functions
 - 9.7. Elementary Statistical Concepts and Information Handling:
 - 9.8. Percentage, Ratio and Proportion
 - 9.9. Algebraic Expressions
 - 9.10. Geometry and Trigonometry

Recommended Text:

1. Punjab Textbook Bored (2019). *Mathematics book of class 9 & 10*, Lahore: Punjab textbook Board Punjab Pakistan.
2. Fauvel, J., & Jeremy G., (2016). *The History of Mathematics: A Reader*: London: Macmillan Press Ltd.

Suggested Readings:

1. Thong, H.S. and Hong, K.N. (2015). *New Additional Mathematics (for O' level)*. Karachi: paramount publishing Enterprise.
2. Muthukumar, V. (2015). *Teaching of Science*. Bharathidasan University, Tiruchirappalli. Retrieved from <https://www.pdfdrive.com/>
3. Jourdain, P. E. (2018). *The Nature of Mathematics*. Courier Corporation

Interdisciplinary Courses

S#	Course code	Interdisciplinary Courses
1	PSYC-5101	Introduction to Psychology
2	BUSB-5106	Introduction to Management
3	URCS-5108	Introduction to Statistics
4	ULAW-5105	Introduction to Law
5	ITHR-415	Introduction to Human Rights
6	EDUC-6127	Food & Nutrition
7	BUSB-5109	Introduction to Human Resource management
8	SOWK-6135	School Social Work
9	EDUC-6128	Regional Culture and Literature

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

Course Description

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

Course Objectives

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

1. Express concept of psychology and its goals
2. Describe the major schools of thought and fields within psychology.
3. Explore and differentiate between various research methods used in psychology, including survey research, experimental research, and case study method.
4. Examine the biological basis of behavior by studying the brain and nervous system, understanding the structure and function of major brain areas, and exploring the role of neurotransmitters.
5. Differentiate between sensation and perception, grasp the principles of perception, and recognize the significance of perception in human cognition.
6. Comprehend the concepts and theories related to motivation and emotion, and analyze their impact on human behavior.
7. Define learning, identify the types of learning (classical conditioning, operant conditioning, observational learning), and recognize their practical implications.
8. Explore the relationship between health and stress, understand stress and coping mechanisms, and examine stress, health, and coping in the workplace.

Course Outline

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

Recommended Texts

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

Suggested Readings

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

BUSB-5106**Introduction to Management****3(3+0)****Course Description**

This is a rudimentary course for the students of business administration. The focus of attention will be given to learning fundamental principles of management and of managing people and organization in a historical as well as contemporary world. Students are expected to develop analytical and conceptual framework of how people are managed in small, medium and large public and private national and international organizations.

Course Objectives

After completion of course, students will be able to:

1. Develop analytical and conceptual framework of how people are managed in small, medium and large public and private national and international organizations.
2. Learn fundamental principles of management and of managing people and organization in a historical as well as contemporary world.

Course Outline

1. Introduction: Overview and scope of management
2. The evolution and emergence of management thought
3. Management functions; Planning concepts; Objectives
4. Strategies and policies; Decision making; Organizing & Staffing
5. Departmentalization; Line/staff authority; Commitments and group
6. Principles of selection & performance; Career planning
7. Motivation; Leadership; Communication
8. Controlling the system and process and techniques of controlling
9. Management and society
10. Future perspective

Recommended Text:

1. Stephen P. Robines, Mary Coulter: Management (11th Ed.). Pearson Education Inc.,
2. H. Koontz O'Donnell and H. Weihrich (1998). Management. McGraw Hill.

Suggested Readings:

1. Dalton E. McFarland(1979): Management: Foundation and Practice. Macmillon Publishers Limited.

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

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

Course Objectives

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

1. Understand the fundamental concepts of statistics, including descriptive and inferential statistics
2. Recognize the limitations and scope of statistical analysis.
3. Differentiate between variables, data, and types of variables and data
4. comprehend the scales of measurement.
5. Learn various methods of displaying data, such as tabulation, graphical representation (including histograms, bar charts, pie charts, and stem-and-leaf plots
6. Gain knowledge of measures of central tendency (mean, median, and mode)
7. Explore measures of dispersion (range, quartile deviation, mean deviation, variance, standard deviation, coefficient of variation, and Z-score)
8. Study the concept of the normal distribution, its characteristics, and its application in statistical analysis.

Course Outline

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

Recommended Texts

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

Suggested Readings

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

ULAW-5105**Introduction to Law****(3-0)**

Course Description

This will be an introductory course for newly admitted students about the nature and sources of law, both Western and Islamic. It tends to supply theoretical foundation, which science of law constantly demands. It will cover definitions, functions and purposes of law, territorial nature of law, legal concepts of rights, property, persons etc.

Course Objectives

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

1. Basic concepts of law.
2. Theoretical foundation of law.
3. Function and purpose of law
4. Philosophy and nature of law.
5. Fundamentals of legal system of Pakistan.

Course Outline

- Meaning of Law
- Scope
- Dictionary meanings
- Justice view point about meaning of law
- Jurisprudence
- State and Law
- Advantages and Disadvantages of Law
- Kinds of Law
 - Substantive and Procedural Law
 - Civil and Criminal Law
 - Statutory and Case Law
 - Islamic and Secular Law
 - Constitutional Law
 - Administrative Law
 - International Law
- Sources of Law
 - Legislation
 - Precedents
 - Customs
 - Principles
 - Agreements
- Islamic Law
 - Fiqh
 - Asul al Fiqh
 - Islamic Law
- Sources of Islamic Law
 - Quran
 - Sunnah
 - Ijma
 - Qiyas
 - Istehsan (Juristic preference)
 - Istihab (Presumption of continuity)
 - Maslahah Mursalah (Extended analogy)
 - Sadd-al-Dharai (Blocking the lawful means to unlawful end)

Companion's opinion (Qawal-al-Sahabi)
 Custom (urf)

Recommended Books:

1. Denning, Lord. *The Discipline of Law*. London: Butterworths, 1979. 27
2. Dworkin, Ronald. *Taking Rights Seriously*. London: Duckworth, 1977.
3. Fuller, Lon L. *The Morality of Law*, (re.). Delhi: Universal, 2009. (5th I rpt.).
4. Harris, Phil, *An Introduction to Law*, 7 th edn. Cambridge: Cambridge University Press, 2007.
5. Hart, H L A, *The Concept of Law*, 2 nd edn. Oxford: OUP, 1997.
6. Posner Richard A. *Overcoming Law*. Delhi: Universal, 2007 (I.rpt.).
7. Fitzgerald, P.J., *Salmond on Jurisprudence*, on, Sweet & Maxwell, 2007.
8. Freeman, M.D.A., *Lloyd's Introduction to Jurisprudence*, Sweet & Maxwell, 2005.
9. *Islamic Jurisprudence* by Imran Ehsan Nyazee
10. *Jurisprudence* by V.D. Mahajan
11. Mahmood, M., *The Principles of Muhammadan Law*, Al-Qanoon Publishers, 2011.
12. Rahim, Sir Abdur, *The Principles of Muhammadan Law*, 2011.

ITHR-415

Introduction to Human Rights

(3-0)

Course Objectives

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

1. Define and explain human rights
2. Distinguish between various types of human rights i.e. economic, social and cultural rights.
3. Understand how human rights are monitored and enforced.
4. Understand the national and international legal documents of human rights and the work of various international organizations in the field of human rights & acquaint students with national and international legal documentation on human rights.

Course Outline

1. Introduction to Human Rights: Basic vocabulary and core concepts
2. Short History and Origins: The Greek, the Roman Foundations and the Islamic foundations of human rights, English traditions and modern human rights
3. United Nations and Human Rights: The Universal Declaration of the Human Rights, foundation of human rights law, the nature of the declaration, how the concept of human rights works? How the declaration envisions the promotion of human rights? How the declaration can claim to be universal?
4. An Analysis of the Universal Declaration of the Human Rights: Article 1 to 30 (A brief explanation and critical analysis)
5. Selected Contemporary Human Rights Issues: Ongoing Controversies, the human rights movements, Human rights as Western imperial legacy, Cultural differences and the Human rights, Islam and the human rights, women's rights, Problem of enforceability
6. International Human Rights Regimes: International Organizations: The United Nations, Office of the Commission of the Human Rights, Commission on Human Rights, United Nations High Commission for Refugees etc, International Courts for human rights, Selected Non-governmental Organizations
7. National Level and Actions
 - o Human Rights and the Constitution of Pakistan
 - o Case Studies (Assignment topics)

Recommended Books

Paul Gready. (2004). *Fighting for human rights*. New York: Routledge.

René Provost. (2002). *International human rights and humanitarian law*. London: Cambridge University Press.

Zafarullah Khan. (2007). *Human rights* (2nd Ed.). Karachi: Pakistan Law House.

Suggested Readings:

Carol Devine, Carol R. Hansen, Ralph Wilde, Hilary Poole. (1999). *Human rights: The essential reference*. London: Oryx Press.

Mervyn Frost. (2002). *Constituting human rights: Global civil society and the society of democratic states*. USA: Routledge.

EDUC-6127**Food and Nutrition****3(3+0)**

Course Description

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

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

Course Outlines

Part A: Healthy Eating for Young Adults

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

Week 1-2: Introduction to Nutrition and Health

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

Week 3: Building a Balanced Plate

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

Week 4: Nutritional Value of Breakfast

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

Week 5: Meal Planning and Preparation

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

Week 6: Healthy Snacking and Nutrition at workplace

- I. Nourishing snack options for young adults

- II. Healthy alternatives to processed snacks
- III. Tips for maintaining healthy eating habits at workplace

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

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

Week 9: Healthy Habits and Lifestyle Factors

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

Part –B : Food and Nutrition for Growing Kids

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

Week 10: Introduction to Childhood Nutrition

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

Week 12: Balanced Diet and Food Groups

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

Week 13: Healthy Snacking/ Lunchbox

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

Week 14: Meal Planning and Preparation

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

Week 16: Hydration and Beverage Choices

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

Recommended books

1. Satter, E. (2000). *Child of Mine: Feeding with Love and Good Sense*. Bull Publishing Company.
2. Castle, J., & Jacobsen, M. (2013). *Fearless Feeding: How to Raise Healthy Eaters from High Chair to High School*. Wiley.

3. Rose, D. (2014). *It's Not About the Broccoli: Three Habits to Teach Your Kids for a Lifetime of Healthy Eating*. Perigee Books.
4. Erlich, K., & Genzlinger, K. (2012). *Super Nutrition for Babies: The Right Way to Feed Your Baby for Optimal Health*. Fair Winds Press.

Reference Books

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

BUSB-5109**Introduction to Human Resource Management****3(3+0)**

Course Description

Managing human resources effectively has become the key challenge not only to compete, but to survive. Managers must understand and be able to apply innovative techniques to better manage their human resources. The broad purpose of the human resource management function in any educational organization is to attract, develop, retain, and motivate personnel in order to achieve the school's mission. As education personnel's are the major instrument for achieving educational goals and consequently, national development. Human resources are the key to rapid socio-economic development and efficient service delivery. This course is designed to inculcate three major issues in student teachers such as assessing the need for staff, satisfying the need for staff and maintaining and improving the staff services. Prospective teachers will be prepared to play their strategic role such as committed to the job, remain dedicated and productive in the education system and operational role like equal employment, observation of laws, oriented to the organizations, cooperation with supervisor, resolve safety problems etc.

Course Objectives

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

1. Understand and narrate the basic concepts and principles of HRM
2. Review the specific HRM conditions and personnel practices
3. Understand and analyze organizational behavior of employees at work place
4. Understand and narrate the basic concepts and principles of HRM
5. Review the main theories of HRM
6. Evaluate the models and frameworks of HRM
7. Comprehend the maps of HRM

Course Outline

1. Human Resource Management Introduction
 - 1.1. What is management
 - 1.2. What is human resource management?
 - 1.3. Development of theoretical basis for HRM.
 - 1.4. Activities of HR. Department
 - 1.5. Skills for HR. Professionals
 - 1.6. Challenges for HR department
2. Strategic Human resource Management
 - 2.1. What is strategic management?
 - 2.2. Strategy formulation
 - 2.3. Strategy implementation
 - 2.4. Issues of strategic Management
3. Building Human Resource Management
 - 3.1. Work flow analysis
 - 3.2. Organizational structure
 - 3.3. Job analysis: Elements, Methods
 - 3.4. Job Design: approaches
 - 3.5. Job enrichment
4. Human Resource Planning
 - 4.1. What is planning
 - 4.2. The Human Resource Planning process
 - 4.3. Human Resource Information system
 - 4.4. Issues related to Planning
 - 4.5. Issues related to HRIS
 - 4.6. Software available for HRIS

5. Recruitment Selection and Placement
 - 5.1. Recruitment process
 - 5.2. Selection process
 - 5.3. Placement process
 - 5.4. Issues related to recruitment, selection and placement
6. Employee development and Learning
 - 6.1. What is development in Human Resource Management
 - 6.2. Designing effective training systems
 - 6.3. Socialization and orientation
 - 6.4. Training and pay systems
 - 6.5. High leverage training strategy: a systematic approach
7. Performance management
 - 7.1. An organizational model of performance management
 - 7.2. Purposes of performance management
 - 7.3. Performance measured criterion
 - 7.4. Approaches to measure performance
 - 7.5. Managing the performance of teens
 - 7.6. Performance feed back
 - 7.7. Developing and implementing system that follows legal guide lines
 - 7.8. Use of technology for performance management
 - 7.9. Electronic monitoring
8. Rewarding people
 - 8.1. Introduction
 - 8.2. Equity theory and fairness
 - 8.3. Developing pay level
 - 8.4. Current challenges
 - 8.5. Government regulation of compensation
 - 8.6. Issues related to compensation in education sector
 - 8.7. How does pay influence individual employee
9. Managing employee retention and turn over
 - 9.1. Managing involuntary turnover
 - 9.2. Managing voluntary turnover
 - 9.3. Managing employee retention

Recommended Text:

1. Bratton, J., & Gold, J. (2017). *Human resource management: theory and practice*, UK: Palgrave.
2. Vida, G., S. (Editor) (2018). *The handbook of human resource management education: Promoting an effective and efficient curriculum*, New York: Sage Publication InC

Suggested Readings

1. Ezenne A. N. (2015). *Human Resource Management in Education*. (Developing Courtiers Perspectives)
2. Mercer, Justime., Barker, Banart.,& Bird, Richard (2014). *Human Resource Management in Education Contests, Themes and Impact*. New York: Rutledge.
3. Riches, Colin R. & Morgan, Colin (2013). *Human Resource Management in Education*, UK: Open University Press.

SOWK-6135**School Social Work****3(3+0)****Course Description**

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

Course Outline

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

Recommended Books

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

Suggested Readings

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

EDUC-6128**Regional Culture and Literature****3(3)**

Course Description

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

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

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

Why Youth should study

Studying regional culture and literature improves cultural Identity and awareness, acceptance for diversity and inclusion, preservation of cultural heritage, developing critical thinking and analytical skills

Creativity and Artistic Expression: Regional literature and culture often inspire creativity and artistic expression. By studying regional literary works, youth are exposed to different literary styles, storytelling techniques, and cultural motifs. This exposure can stimulate their own creative thinking and inspire them to explore their own artistic abilities.

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

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

Suitable Teaching Methods

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

- i. Interactive Discussions, Dialogues
- ii. Literary Analysis and Interpretation
- iii. Multimodal Presentations:
- iv. Field Trips and Cultural Experiences
- v. Creative Projects and Performances

- vi. Collaborative Learning
- vii. Guest Speakers and Cultural Experts

Course outline

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

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

Week 9	Regional Folk Music: Study the diverse folk music traditions across different regions of Pakistan. Examine instruments, musical styles, and the cultural significance of genres like Qawwali, Ghazal, and Thumri. Instrumentals
Week 10	Oral Traditions and Storytelling: Explore the oral storytelling traditions prevalent in various regions of Pakistan, such as Dastan-goi, Pehlwanī, and Kaafī. Analyze the themes, motifs, and narrative structures found in these stories.
Week 11	Regional Festivals and Celebrations: Investigate the cultural significance of regional festivals, such as Basant in Punjab, Sindhi Topi Ajrak Day in Sindh, Jashn-e-Baharan in Balochistan, and Shandur Polo Festival in Gilgit-Baltistan.
Week 12	Impact of Partition Literature: Examine the literary works that emerged as a response to the Partition of India in 1947. Analyze the writings of authors like Saadat Hasan Manto, Khushwant Singh, and Abdullah Hussein, Amerta Preetam who explored the human experiences and consequences of partition.
Week 13	Punjabi Poetry, prose and performing art Ustad Daman, Saraiki poetry and singing Punjabi Darama and Film
Week 14	Comparing regional literature with world literature and Digital world Knowing Iranian culture and literature Afghan culture and literature Chinese culture and literature Western culture and literature
Week 15	Dialogue for Cultural Diversity Culture and literature for National Harmony
Week 16	Literature for personal Development and emotional and social well-being in Youth especially for teachers

Links for Further exploration

- i. Pakistan Embassy Cultural Wing: The official website of the Cultural Wing of the Pakistan Embassy provides valuable information on various aspects of Pakistani culture, including literature, arts, music, and festivals. Visit their website at <http://pakistanembassy.org.pk/cultural-wing/>.
- ii. Academy of Letters Pakistan: The Academy of Letters Pakistan, also known as the Pakistan Academy of Letters, is a government organization dedicated to promoting and preserving Pakistani literature and culture. Their website offers access to literary resources, books, and publications. Visit their website at <https://pal.gov.pk/>.
- iii. Urdu Literature: Rekhta.org is a comprehensive website that focuses on Urdu literature, including poetry, prose, and ghazals. It features works of renowned Pakistani poets and writers, as well as information about their lives and contributions. Explore their collection at <https://rekhta.org/>.
- iv. British Library's South Asian Collections: The British Library has an extensive collection of South Asian literature, including works from Pakistan. Website provides information about the collections, exhibitions, and digitized manuscripts. Visit their website at <https://www.bl.uk/collection-guides/south-asia>.
- v. Pakistan National Council of the Arts (PNCA): PNCA is a government body in Pakistan that promotes and supports various forms of art, including literature. The Official website is <http://www.pnca.org.pk/>.
- vi. Virtual University of Pakistan: The Virtual University of Pakistan offers various online courses on literature, including Pakistani literature, as part of their distance learning programs.

Visit their website at <http://www.vu.edu.pk/library/digital-library>.