

Scheme of Studies for B.Ed. (1.5-Year Program)
Year 1, Semester I

Course Code	Course Title	Credit Hours	Category
EDU-631	Educational Psychology	3	Major
EDU-632	Inclusive education	3	Major
EDU-633	Foundation of education	3	Major
EDU-634	Research Methods in Education	3	Major
<i>Any one course can be taken as interdisciplinary course from the below three courses</i>			
ID-635	Guidance and counseling	3	Interdisciplinary
ID-636	Economics of Education	3	Interdisciplinary
ID-637	Child Abuse and Safety	3	Interdisciplinary
<i>Anyone course can be taken as Pedagogy course from the below two courses</i>			
PG-638	Teaching of Urdu	3	Major: Pedagogy
PG-639	Teaching of General Science	3	Major: Pedagogy
Total		18	

Semester II

Course Code	Course Title	Credit Hours	Category
EDU-641	School Management	3	Major
EDU-642	Educational Policies & Plans of Pakistan	3	Major
EDU-643	Curriculum Development	3	Major
<i>Any one course can be taken as interdisciplinary course from the below three courses</i>			
ID-644	Family Problems and Interventions	3	Interdisciplinary
ID-645	Education, Power & Politics	3	Interdisciplinary
ID-646	Artificial Intelligence in Education	3	Interdisciplinary
TP-647	Practice Teaching-I	3	Major: Practice
EDU-648	Critical Thinking and reflective practices	3	Major
Total		18	

Year 2, Semester III

Course Code	Course Title	Credit Hours	Category
EDU-651	Educational Assessment and Evaluation	3	Major
CP-652	Capstone Project/Thesis	3	Capstone Project
EDU-653	Teaching Profession	3	Major
EDU-654	Education for Sustainable Development	3	Major
EDU-655	Contemporary Literacies	3	Major
TP-656	Practice Teaching-II	3	Practice
Total		18	

Courses offered for B.Ed. (1.5 Years) are given below;

Course Code: EDU-631

Course Title: Educational Psychology and Guidance / Educational Psychology
CHR: 03

Course Learning outcome:

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

1. Understand the significance, nature, scope, and role of Educational Psychology.
2. Explain different stages of growth and development (cognitive, social, moral, emotional) in light of theories.
3. Define learning and differentiate between associative and cognitive learning theories.
4. Identify causes of individual differences and their impact on learning.
5. Understand the concept of mental health.
6. Describe the need and characteristics of guidance and counseling processes.

Course contents

Unit 1: Introduction to Psychology

- 1.1 Meaning and concept of Psychology
- 1.2 Meaning and concept of Educational Psychology
- 1.3 Role of Educational Psychology in the teaching-learning process
- 1.4 Methods of Educational Psychology

Unit 2: Human Growth and Development

- 2.1 Fundamentals of Growth and Development
- 2.2 Cognitive Development
- 2.3 Social Development
- 2.4 Emotional Development

Unit 3: Teaching-Learning Process

- 3.1 Meaning and concept of learning
- 3.2 Nature of learning
- 3.3 Stages of learning
- 3.4 Characteristics of learning

Unit 4: Theories of Learning

- 4.1 Classical Conditioning Theory
- 4.2 Operant Conditioning Theory
- 4.3 Albert Bandura: Social Cognitive Theory
- 4.4 Wolfgang Kohler: Learning by Insight

Unit 5: Concept of Motivation

- 5.1 Meaning and concept of motivation
- 5.2 Theories of motivation
- 5.3 McDougall's Theory of Instinct

- 5.4 Hull's Drive Reduction Theory
- 5.5 Maslow's Theory of Self-Actualization

Unit 6: Individual Differences

- 6.1 Nature and concept of individual differences
- 6.2 Types of individual differences
- 6.3 Causes of individual differences
- 6.4 Implications of individual differences for education
- 6.5 Role of education in addressing individual differences

Unit 7: Mental Health

- 7.1 Concept of mental health in school
- 7.2 Types of mental health
- 7.3 Implications of mental health in the learning process
- 7.4 Mental health issues in school

Unit 8: Guidance and Counseling

- 8.1 Meaning and concept of guidance
- 8.2 Organization of guidance services in school
- 8.3 Meaning and concept of counseling

Bibliography:

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Course Code: EDU-632

Course Title: Inclusive Education

CHR: 03

Course Learning Outcome:

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

1. Explain the philosophy of inclusion to accommodate human diversity
2. Describe the importance of inclusion to all aspects of life and service delivery
3. Evaluate the potential challenges and opportunities in inclusion
4. Formulate and apply the methods and strategies of promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion
6. Interpret philosophy of inclusion with socio-political realities.

Course Contents

Unit-1: Introduction to Inclusive Education

- 1.1 Understanding Inclusive Education: Meaning and Definition
- 1.2 Benefits of Inclusion
- 1.3 Difference between Special, Integrated and Inclusive Education
- 1.4 Sociological Foundations of Inclusive Education
- 1.5 Barriers to Inclusion: Systemic Barriers, Societal Barriers and Pedagogical Barriers

Unit-2: Reaching the Outreached

- 2.1 Fundamentals of Inclusive School
- 2.2 Strategies for Making Schools Inclusive
- 2.3 Need for Differentiation in Curriculum and Assessment
- 2.4 Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring
- 2.5 Physical Accessibility of Schools and Universal Design of Learning

Unit-3: Children with Disabilities in Regular Classroom

- 3.1 Identifying the Basis of Human Diversity
- 3.2 Educational Approaches to Address Human Diversity
- 3.3 Curriculum and Instructional Adaptations
- 3.4 Adaptations in Educational Assessment to Accommodate Disabilities
- 3.5 Use of Technology, Teaching Learning Material and Educational Aids

Unit-4: Networking for Inclusive Education

- 4.1 Developing Collaboration with Family and other Caregivers
- 4.2 Developing Collaboration within School Community
- 4.3 Collaborative Teaching and Team Work
- 4.4 Mobilizing Support from Voluntary Organizations, Community, Special School, Health Care Professional and Local Bodies
- 4.5 Understanding the Role of BRCs, CRCs and school Management Committees

Unit-5: National and International Movements for Inclusive Education

- 5.1 Convention on the Rights of Persons with Disabilities and other UN Initiatives
- 5.2 Islamabad and Lahore Declarations on Inclusive Education in 2003, 2005 and 2015
- 5.3 Role of NGOs in Promoting Inclusive Education
- 5.4 Punjab Inclusive Projects 2015 and Provincial Govt. Initiative
- 5.5 Financial Planning and Fund Raising for Inclusive Education

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

1. Midterm Assessment written test at the mid-point of the semester.
2. Formative Assessment It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3. Final Assessment written test at the end of the semester.

Bibliography:

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- Waldon, K. A. (1996). Introduction to special education: the inclusive classroom. Albany: Delmar.
- Westwood, P. (2007). Commonsense methods for children with special educational needs (5th ed.). London: Routledge
- Winkelstern, J. A., & Jongsma, A. E. (2001). The special education treatment planner. New York: John Wiley & Sons

Course Code: EDU-633

Course Title: Foundations of Education
CHR: 03

Course Learning Outcome:

By the end of this course, student teachers will understand:

1. The concept and disciplines of foundations of education.
2. The interaction between social, political, and economic structures and education in Pakistan.
3. How social structures and cultures influence instructional practices.

Course Contents:

Unit 1: Islamic Foundations of Education

- 1.1 Meaning and concept of Islamic foundations
- 1.2 Sources of Islamic foundation
 - 1.2.1 Quran
 - 1.2.2 Hadith
 - 1.2.3 Qiyas
 - 1.2.4 Fiqh
- 1.3 Goals of Islamic education
- 1.4 Interaction of Islam with other religions and the roles of teachers

Unit 2: Philosophical Foundations of Education

- 2.1 Meaning, nature, and scope of educational philosophy
- 2.2 Relationship between philosophy and education
 - 2.2.1 Philosophy and aims of education
 - 2.2.2 Philosophy and curriculum
 - 2.2.3 Philosophy and teacher
 - 2.2.4 Philosophy and teaching methods
- 2.3 Major philosophical thoughts and educational implications
 - 2.3.1 Idealism
 - 2.3.2 Realism
 - 2.3.3 Progressivism
 - 2.3.4 Pragmatism
 - 2.3.5 Constructivism

Unit 3: Sociological Foundations of Education

- 3.1 Meaning and concept
- 3.2 Social, political, and economic conditions and education
- 3.3 Sociological approaches
 - 3.3.1 Functionalist perspectives
 - 3.3.2 Conflict perspectives
 - 3.3.3 Interactionist perspectives

Unit 4: Psychological Foundations of Education

- 4.1 Meaning and scope
 - 4.1.1 Educational objectives

- 4.1.2 Students' characteristics
- 4.1.3 Learning process
- 4.1.4 Teaching methods
- 4.1.5 Learning situations
- 4.2 Psychological approaches
 - 4.2.1 Behaviorist
 - 4.2.2 Constructivist
 - 4.2.3 Social-cognitivist
 - 4.2.4 Humanist

Unit 5: Historical Foundations of Education

- 5.1 Meaning and concept
- 5.2 Education system before the British
 - 5.2.1 Darul Uloom Deoband
 - 5.2.2 Darul Uloom Nadwat-ul-Ulma
 - 5.2.3 Jamia Millia Islamia
- 5.3 Mohammedan Anglo Oriental College
- 5.4 Pakistan's education system and policies
 - 5.4.1 Elementary education
 - 5.4.2 Secondary education
 - 5.4.3 Higher and tertiary education, role of HEC
 - 5.4.4 Influence of 18th constitutional amendment

Bibliography

1. Canestrari, A., & Marlowe, B. A. (Eds.). (2009). *Foundations of Education: An Anthology of Critical Readings*. Sage Publications.
2. Semel, S. F. (2010). *Foundation of Education: The Essential Text*. Routledge.
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5. Sharma, A. (1999). *Modern Educational Technology*. New Delhi: Commonwealth Publishers.

Course Code:EDU-634

Course Title: Research methods in Education

CHR: 03

Learning Outcome of the Course:

Qualitative Research:

Provides deep descriptive accounts of human experiences, motivations, and perspectives.

Offers insights into the underlying reasons, motivations, and meanings behind human behavior.

Helps in identifying themes or narratives and the context in which behavior occurs.

Quantitative Research:

Produces numerical data that is analyzed statistically to establish patterns and relationships objectively.

Forms generalizations about the larger population and makes predictions.

Unit-1 . Qualitative Research Methods

- 1.1 Focus on understanding human behavior, experiences, and social phenomena through non-numerical data.
- 1.2 Techniques: Interviews, focus groups, ethnography, and content analysis.
- 1.3 Applications: Used in social sciences, education, and humanities
- 1.4 A study examining students' perceptions of online learning through in-depth interviews.
Data management solutions

Unit-2. Quantitative Research Methods

- 2.1 Involve the collection and analysis of numerical data to identify patterns, test hypotheses, or predict outcomes.
 - 2.2 Surveys, experiments, and statistical analysis.
- 2.2 Applications: Common in natural sciences, economics, and psychology.
 - 2.3 Measuring the correlation between hours studied and exam scores using a survey.

Unit-3. Mixed-Methods Research

- 3.1 Combines qualitative and quantitative methods to provide a comprehensive understanding of the research problem.
- 3.2 Examples of Techniques: Sequential explanatory design (quantitative followed by qualitative) or concurrent triangulation (both methods used simultaneously).
- 3.3 Applications: Useful in multidisciplinary studies.
- 3.4 Example: Analyzing employee productivity through surveys (quantitative) and focus groups (qualitative).

Unit-4. Experimental Research

- 4.1 Involves manipulating one variable to determine its effect on another, often using control groups.
- 4.2 Examples of Techniques: Randomized controlled trials (RCTs), field experiments.
- 4.3 Applications: Widely used in sciences, medicine, and psychology.

4.4 Example: Testing the effectiveness of a new drug compared to a placebo in reducing symptoms.

Unit-5. Observational Research

5.1 Description: Involves observing subjects in their natural environment without interference.

5.2 Examples of Techniques: Participant observation, structured observation, and case studies.

5.3 Applications: Common in anthropology, sociology, and environmental studies.

5.4 Example: Observing classroom behavior to assess the impact of teaching styles.
Interview transcription service

Unit-6. Historical Research

6.1 Description: Examines past events to understand trends, causes, and consequences.

6.2 Examples of Techniques: Document analysis, archival research.

6.3 Applications: Used in history, political science, and cultural studies.

6.4 Example: Analyzing historical documents to study the causes of a revolution.

Unit- 7. Correlational Research

7.1 Description: Investigates the relationship between two or more variables without establishing causation.

7.2 Examples of Techniques: Statistical analysis, scatter plots.

7.3 Applications: Common in psychology, business, and education.

7.4 Example: Studying the relationship between income levels and spending habits.
Quantitative analysis tools

Unit-8. Steps to Choose and Use Research Methods

8.1 Identify the issue or question you want to investigate.

8.2 Determine the Objective

8.3: Select a Research Design

8.4: Choose Data Collection Methods

8.5: Analyze Data

8.6: Evaluate Limitations

8. 7: Report Findings.

Bibliography

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

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Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students*. Pearson.

Flick, U. (2018). *An Introduction to Qualitative Research*. Sage Publications.

Course Code ID-635

Course Title: Guidance and Counseling

CHR: 03

Course Description:

This course introduces student teachers to the fundamental concepts, scope, and theories of guidance and counseling in education. It helps them understand the academic, personal, social, and career-related needs of learners at the elementary and secondary levels. Through this course, student teachers will learn to identify students' strengths, talents, and challenges while supporting their growth in line with 21st-century demands.

Course learning outcome:

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

1. Explain the meaning, nature, and significance of guidance and counseling in education.
2. Identify students' developmental needs and provide appropriate guidance.
3. Use counseling approaches and techniques suitable for school environments.
4. Analyze behavioral, emotional, and academic problems of learners.
5. Demonstrate effective communication and helping skills.
6. Understand ethical and cultural considerations in counseling.
7. Collaborate with parents, teachers, and school administration in solving student problems.

Course Contents

Unit-1: Introduction to Guidance

- 1.1 Meaning, nature, and scope of guidance
- 1.2 Need and importance of guidance in schools
- 1.3 Principles of guidance
- 1.4 Types of guidance (educational, vocational, personal-social)
- 1.5 Role of guidance in student development

Unit -2: Introduction to Counseling

- 2.1 Definitions, nature, and purpose of counseling
- 2.2 Difference between guidance and counseling
- 2.3 Goals and stages of counseling
- 2.4 Characteristics of an effective counselor
- 2.5 Role of teachers as counselors

Unit -3: Approaches and Theories of Counseling

- 3.1 Behavioral approach
- 3.2 Humanistic / Person-centered approach
- 3.3 Cognitive approach

- 3.4 Psychoanalytic approach
- 3.5 Directive, non-directive, and eclectic counseling

Unit-4: Counseling Process and Techniques

- 4.1 Counseling steps: building rapport, problem identification, intervention, evaluation
- 4.2 Communication skills in counseling
- 4.3 Active listening, empathy, questioning skills
- 4.4 Record keeping and reporting
- 4.5 Case conference and referrals

Unit -5: Guidance Services in Schools

- 5.1 Orientation services
- 5.2 Information services
- 5.3 Placement services
- 5.4 Follow-up services
- 5.5 Individual and group guidance
- 5.6 Developing a school guidance program

Unit-6: Understanding Student Problems

- 6.1 Behavioral problems
- 6.2 Emotional and social problems
- 6.3 Academic and learning difficulties
- 6.4 Career guidance needs
- 6.5 Counseling children with special needs
- 6.6 Ethical considerations in counseling

Unit -7: Counseling in Pakistani Schools

- 7.1 Current status of school counseling in Pakistan
- 7.2 Barriers to implementation
- 7.3 Teachers' role in providing guidance without formal counselors
- 7.4 Collaboration with parents, school, and community
- 7.5 Use of technology in guidance and counseling

Bibliography

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Cengage Learning

Course Code:ID-636

Course Title: Economics of Education

CHR: 03

Course Description:

Economics plays a central role in understanding educational development, resource allocation, and policy decision-making. The economics and financing of education help in analyzing costs, benefits, efficiency, and equity within educational systems. In Pakistan, educational financing has often been influenced by economists with limited understanding of educational realities.

Course learning outcome:

After completing this course, students will be able to:

1. Explain the relationship between economics and education.
2. Analyze educational demand and supply at individual and societal levels.
3. Describe social and private rates of return to education.
4. Evaluate manpower planning in Pakistan and compare it with developed countries.
5. Conduct cost–benefit and cost-effectiveness analyses in education.
6. Calculate and report the costing of educational projects.
7. Understand budgeting and financing structures in Pakistan’s education sector.
8. Analyze the role of vocational and technical education in national economic growth.

Unit-1: Introduction to the Economics of Education

- 1.1 Basic concepts of economics
- 1.2 Factors of production and their educational implications
- 1.3 Meaning and scope of Economics of Education
- 1.4 Economic value of education
- 1.5 Education as investment and consumption
- 1.6 Investment mechanisms in education

Unit-2: Key Concepts and Assumptions in Educational Economics

- 2.1 Human Capital Theory
- 2.2 Major economic themes: efficiency, equity, productivity
- 2.3 Macroeconomics vs. microeconomics of education
- 2.4 Education as a “black box”
- 2.5 Opportunity cost in education
- 2.6 Rate of return on educational investment: assumptions, objections, implications
- 2.7 Cost–benefit and cost-effectiveness analyses

2.8 Demand and supply of education

Unit-3: Individual Demand for Education

- 3.1 Determining individual demand for education
- 3.2 Forecasting demand for compulsory schooling
- 3.3 Demand for non-compulsory education (secondary, higher education)
- 3.4 Cost–benefit analysis at the individual level
- 3.5 Measuring private costs and benefits

Unit-4: Social Rate of Return & Public Investment

- 4.1 Social rate of return as a guide for policy making
- 4.2 Identifying, classifying, and analyzing social costs and benefits
- 4.3 Interpretation of social rates of return
- 4.4 Criticism of the Social Rate of Return (SROR) approach

Unit-5: Manpower Planning and Educational Outputs

- 5.1 Manpower requirement approach
- 5.2 Techniques for manpower forecasting
- 5.3 Productivity change and labor market implications
- 5.4 Supply effects and employers' perspectives
- 5.5 International comparisons of manpower planning
- 5.6 Educational outputs: school and higher education outputs

Unit -6: Educational Costs and Costing of Projects

- 6.1 Meaning and types of educational costs: public, private, social, individual
- 6.2 Cost function interpretations in education
- 6.3 Cost-effectiveness analysis in schooling systems
- 6.4 Comparison of public and private cost structures
- 6.5 Techniques for costing educational projects
- 6.6 Costing practices and challenges in Pakistan
- 6.7 Future strategies for effective costing in Pakistan

Unit-7: Financing and Budgeting of Education in Pakistan

- 7.1 Financing mechanisms of education
- 7.2 Public budgeting processes in the education sector
- 7.3 Who pays for education?
- 7.4 Who benefits from education?
- 7.5 Student loans, grants, and scholarships
- 7.6 Alternative strategies for educational financing in Pakistan
- 7.7 Role of vocational and technical education in national economic growth

Bibliography:

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Siddiqui, S. A. (2013). *Trends and issues in education*. Allama Iqbal Open University.

Suggested Readings

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Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*, 26(5), 445–458.

Tan, E. (2014). Human capital theory: A holistic criticism. *Review of Educational Research*, 84(3), 411–445.

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Course Code: ID-637

Course Title: Child Abuse and Safety

CHR: 03

Course Description:

This course provides a comprehensive understanding of child abuse, neglect, and exploitation within the Pakistani social, legal, and cultural context. It examines the concepts, forms, and indicators of child maltreatment, the national and international legal frameworks governing child protection, and the roles of professionals and institutions involved in safeguarding children. Students learn practical skills in identification, assessment, documentation, case management, and multi-sectoral response. The course also emphasizes prevention strategies, school and community safety programs, ethical practice, and trauma-informed approaches. Through research, field-based examples, and policy analysis, learners develop the ability to advocate for child rights and contribute to strengthening child protection systems in Pakistan.

Course Learning Outcome:

Define major forms of child abuse, neglect, exploitation, and child safety concepts.

Explain national child protection laws, policies, and international conventions (UNCRC and related protocols).

Describe the roles of governmental and non-governmental institutions in child protection.

Identify behavioural, physical, and environmental indicators of child abuse.

Conduct basic child interviews using ethical and developmentally appropriate methods.

Apply case documentation techniques, including incident reporting, assessment forms, and referral pathways.

Develop a complete case management plan including assessment, intervention, and follow-up.

Design school/community-based child safety and prevention programs.

Course contents

Unit- 1: Foundations of Child Protection

- 1.1 Concept of childhood within Pakistani socio-cultural context
- 1.2 Definitions: child abuse, neglect, exploitation, maltreatment, child safety
- 1.3 Types of abuse: physical, sexual, emotional, neglect, online abuse
- 1.4 Importance of child protection in social, educational, and health sectors
- 1.5 Social determinants and risk factors

Unit-2: Legal & Policy Frameworks of child protection

- 2.1 International instruments: UNCRC, Optional Protocols
- 2.1 Pakistan's national laws:
 - 2.1.1 National Commission on the Rights of the Child Act
 - 2.1.2 Child Protection Acts (Punjab, Sindh, KP, Balochistan, ICT)
 - 2.1.3 Juvenile Justice System Act
 - 2.1.4 Laws relating to child labour, trafficking & early marriage
- 2.2 Reporting responsibilities & confidentiality
- 2.3 Role of government institutions (CPWB, Child Protection Units, NCRC)

Unit-3: Identification, Assessment & Documentation In abuse Cases

- 3.1 Indicators of abuse: behavioral, medical, environmental
- 3.2 Interviewing children: ethics, safety, age-appropriate communication
- 3.3 Basic forensic considerations
- 3.4 Psychological screening & risk assessment tools
- 3.5 Documentation: case notes, incident reports, referral forms
- 3.6 Multi-disciplinary assessment

Unit- 4: Case Management & Multi-Sectoral Response

- 4.1 Steps of case management: intake → assessment → planning → intervention → follow-up
- 4.2 Crisis intervention in abuse cases
- 4.3 Roles of professionals: social workers, teachers, counselors, police, doctors
- 4.4 Coordination with NGOs & government agencies
- 4.5 Rehabilitation and reintegration approaches
- 4.6 Shelter services, foster care & alternative care models

Unit- 5: Prevention, Child Safety & Community Programs

- 5.1 School safety programs
- 5.2 Positive discipline vs punishment
- 5.3 Parenting education & family-strengthening programs
- 5.4 Community awareness campaigns
- 5.5 Online safety, digital literacy & cyber protection
- 5.6 Child participation & empowering children to report abuse

Unit-6: Ethics, Professional Practice, Research & Policy Advocacy

- 1.1 Ethical guidelines in child protection
- 1.2 Cultural sensitivity, privacy & dignity
- 1.3 Trauma-informed practice
- 1.4 Vicarious trauma & self-care for professionals
- 1.5 Monitoring & evaluation of child protection programs
- 1.6 Conducting small-scale research
- 1.7 Advocacy and policy brief development

Bibliography

Gilbert, N., Parton, N., & Skivenes, M. (Eds.). (2011). *Child protection systems: International trends and orientations*. Oxford University Press.

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Course Code: EDU-638

Course Title: Teaching of Urdu

CHR: 03

Course Learning Outcome:

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

1. Understand principles and different teaching methods for the teaching of urdu
2. To know teaching aids and basic literacy skills
3. To understand the evolution and development of urdu language
4. To understand teaching strategies for NAZAM w NASAR and urdu grammer
5. To have basic knowledge regarding importance of urdu language

Course Contents

1. Language as a source of communication
2. Evolution and Development of Urdu Language
3. Importance of urdu Language
4. Principles of Language teaching
5. Different teaching Methods
6. Teaching Aids and its use
7. Basic literacy skills
8. Teaching of urdu grammar

Bibliography

- I. A Short History of Urdu language by Dr. Anwar Sadeed
- II. Tadrees Urdu Developed by Allama Iqbal Open University
- III. Tadrees Urdu Developed By Virtual university of Pakistan

Course Code: PG-639

Course Title: Teaching of General Science

CHR: 03

Course Description:

This course provides a comprehensive understanding of the principles, methods, and practices of teaching science at the elementary level. It emphasizes both the theoretical and practical aspects of science education, including the nature of science, its processes, and its relevance to daily life. Students will explore the historical and contemporary aims and objectives of science teaching, study a variety of instructional methods and approaches, and develop skills to effectively plan and deliver science lessons. The course also focuses on the use of teaching aids, low-cost instructional materials, and practical laboratory activities while ensuring safety and engagement. Additionally, students will gain competence in evaluating learning outcomes through effective testing, assessment, and interpretation of results, preparing them to become reflective and effective science educators.

Course learning outcome:

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

1. Explain different concepts of science
2. Enumerate of the aims and objectives of science education
3. Apply different methods of science teaching
4. Relate the concepts of science to daily life situation of students
5. Identify and use different teaching aids in the teaching of science

Course Contents:

Unit -1 Nature of Science

- 1.1 Definition of science
- 1.2 Science as a process: Scientific Method
- 1.3 Science as a product: Scientific Knowledge

Unit-2 Aims / Objectives Teaching General Sciences

- 2.1 History of Science Education
- 2.2 Aims / Objectives of teaching General Science at Elementary level

Unit-3 Methods of Teaching General Science

- 3.1 Demonstration cum-lecture method
- 3.2 Discovery method
- 3.3 Project method
- 3.4 Other innovative method

Unit-4 Approaches of Teaching General Science

4.1 a) Problem solving , b) Inquiry techniques , c) Exploration , d) Observation e) Experiment

4.2 a) Scope & propose of practical activities , b) Science laboratory c) Safety measure in laboratory

Unit-5 Teaching Aids

5.1 Need & importance of teaching aids, types of teaching aids , principles of using teaching aids

5.2 Using low cost teaching aids

Unit-6 Characteristics of effective Science Teaching

6.1 Characteristics of lesson planning, characteristic qualities of Science teacher

6.3 Effective questioning

Unit-7 Evaluation

7.1 Designing a test, administering & scoring a test

7.3 Interpreting test results

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Year 1, Semester II

Course Code:EDU-641

Course Title: School Management

CHR: 03

Course description

Student teachers to analyze their effective role amid the complexity and various levels of the school structure.

Learning outcomes

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

- 1 Explore and analyze their role in executing existing practices at various levels of the school structure and conceptualize the definition of a good school
- 2 Conceptualize school as an open social system by comparing the practices of a typical school with an ideal school.

Unit-1: The school as an open system

- 1.1 Systems thinking
- 1.2 Re-conceptualize the concept of a 'good school'
- 1.3 Analyze Student Teachers' roles in the existing practices at various levels of the school structure
- 1.4 Conceptualize school as a system (input, output, and process)
- 1.5 School as an organizational system
- 1.6 School as a social system
- 1.7 School as an open system

Unit-2: School leadership and management

- 2.1 The teacher as leader:
- 2.2 As an instructional leader (strategic planning, vision, and mission)
- 2.3 As an agent of change or a transformational leader
- 2.4 Human relationships: The base for educational leadership

Unit-3: Core management skills for teachers

- 3.1 Communication skills
- 3.2 Communication process
- 3.3 Directions of communication
- 3.4 Barriers to communication
- 3.5 Overcoming barriers to communication
- 3.6 Interpersonal skills
- 3.7 Managing conflict with the school community
- 3.8 School record management (concepts and principles)
- 3.9 General records (about school, staff, and students) • Financial records

- 3.10 Educational records • Equipment records
- 3.11 Correspondence records
- 3.12 Accounts

Unit-4: The school as a learning organization and teamwork in the workplace

- 4.1 Conceptualizing the school as a learning organization
- 4.2 The establishment and smooth running of school councils
- 4.3 Shared leadership
- 4.4 Shared decision-making: Empowering teachers
- 4.5 Managing cooperation within the school
- 4.6 The relationship of the school with society
- 4.7 Teamwork
- 4.8 Considering schools as organizations and communities
- 4.9 Leading purposeful change in schools: People, power, and culture

Unit 5: School plant management

- 5.1 School plant management
- 5.2 Building size, shape, design, construction, and maintenance
- 5.3 Managing the school library, laboratories, and the playground
- 5.4 The school environment (common principles)
- 5.5 Scheduling and managing day-to-day activities, considering the available resources
- 5.6 Planning and managing co-curricular activities

Bibliography:

- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill, pp. 8–34.
- Razik, T. A., & Swanson. A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson, pp. 31–50.

Course Code: EDU-642

Course Title: Educational Policies and Plans of Pakistan

CHR: 03

Course Description:

This course provides an in-depth understanding of educational policy and planning, focusing on conceptual, theoretical, and practical aspects of educational planning. Students will explore different approaches, examine factors influencing the process, and analyze implementation and evaluation. The course emphasizes the context of Pakistan, highlighting challenges, obstacles, and the role of administrators in shaping policies to meet societal needs.

Course Learning Outcome:

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

1. Explain the meaning, concept, and importance of educational planning.
2. Compare and contrast various approaches and methods of educational planning.
3. Analyze the process of educational planning and its stages.
4. Identify and evaluate factors affecting educational planning, including philosophical, sociological, and economic factors.
5. Examine challenges and obstacles to educational planning in Pakistan.
6. Develop problem-solving skills in planning and understand the role of administrators in effective planning.

Course Contents

Chapter 1: Introduction to Educational Planning

- 1.1 Meaning and concept of educational planning
- 1.2 Importance and objectives of educational planning
- 1.3 Approaches and methods of educational planning
 - Social Demand Approach
 - Manpower Requirement Approach
 - Rate of Return Approach

Chapter 2: Process of Educational Planning

- 2.1 Pre-planning and planning stages
- 2.2 Planning as a consultation process
- 2.3 Plan implementation and evaluation

Chapter 3: Factors Affecting Educational Planning

- 3.1 Philosophical factors
- 3.2 Sociological factors
- 3.3 Economic factors

Chapter 4: Educational Planning in Pakistan

4.1 Need and importance of educational planning in current circumstances

4.2 Obstacles to educational planning

- Population growth
- Pressure groups
- Lack of resources
- Unstable political situation

Chapter 5: Role of Administrators in Educational Planning

5.1 Functions and responsibilities of educational administrators

5.2 Decision-making and leadership in planning

5.3 Case studies of successful planning initiatives

Chapter 6: Problem Solving and Future Perspectives in Educational Planning

6.1 Skills for solving planning problems

6.2 Trends in educational planning globally and in Pakistan

6.3 Strategies for improving planning efficiency

Chapter 7: Key Educational Policies in Pakistan

7.1 All Pakistan Education Conference (1947)

7.2 National Education Commission (1959)

7.3 Education Policy (1970)

7.4 National Education Policy (1992)

7.5 National Education Policy (2009)

7.6 National Education Policy (2017)

7.7 National Education Policy Development Framework (2024)

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Course Code: EDU-643

Course Title: Curriculum Development

CHR: 03

Course Description:

This course enables student teachers to understand the concept of curriculum, differentiate between different types of curricula, and gain awareness of curriculum design and development processes. Students will analyze the components of curriculum development, explore critical issues and trends, and develop skills to translate intended curriculum into practice, preparing them to meet the challenges of 21st-century education.

Course learning Outcome:

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

- 1 Understand the concept and types of curriculum.
- 2 Gain knowledge of curriculum design and development.
- 3 Analyze the components of the curriculum development process.
- 4 Recognize critical issues, problems, and trends in curriculum thinking.
- 5 Understand the role of teachers as curriculum planners and developers.
- 6 Apply skills and knowledge to implement curriculum in practice.

Course contents:

Unit 1: Introduction to Curriculum

- 1.1 Nature and definition of curriculum
- 1.2 Elements of curriculum
- 1.3 Need and scope of curriculum
- 1.4 Principles of curriculum development

Unit 2: Curriculum Design

- 2.1 Concept and principles of curriculum design
- 2.2 Importance of teacher involvement in curriculum design
- 2.3 Curriculum design process
- 2.4 Unit plan analysis

Unit 3: Foundations of Curriculum

- 3.1 Philosophical foundations
- 3.2 Psychological foundations
- 3.3 Sociological foundations

Unit 4: Selection of Content

- 4.1 Need for curriculum content selection
- 4.2 Principles of selection

- 4.3 Criteria for content selection
- 4.4 Procedures used for content selection

Unit 5: History of Curriculum Development in Pakistan

- 5.1 Concept of curriculum change and its sources
- 5.2 Process and strategies of curriculum change
- 5.3 Issues of curriculum change in Pakistan
- 5.4 Curriculum development at primary and secondary levels
- 5.5 Critique and discussion of the chosen unit plan

Unit 6: Curriculum Monitoring, Evaluation, and Assessment

- 6.1 Traditional vs. progressive evaluation concepts
- 6.2 Formative and summative evaluation
- 6.3 Role of evaluation in curriculum improvement
- 6.4 Traditional vs. progressive assessment concepts
- 6.5 Types of assessment (norm-referenced, criterion-referenced, portfolio, performance-based)
- 6.6 Practical application: assessment plan for unit analysis

Unit 7: Futuristic Perspectives on Curriculum

- 7.1 Meaning of futuristic curriculum perspectives
- 7.2 Need for rethinking curriculum in light of globalization, technology, and sustainability
- 7.3 Role of education in preparing learners for uncertain futures
- 7.4 Cross-cultural competencies
- 7.5 Global citizenship education
- 7.6 Multilingual and multicultural curriculum

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- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (8th ed.). Pearson.
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Course Code: ID-644

Course Title: Family Problems and Interventions

CHR: 03

Course Description

This course explores the structure, dynamics, and problems of families within the socio-cultural context of Pakistan, with special reference to rural Khyber Pakhtunkhwa. It provides an understanding of the causes, consequences, and theoretical explanations of family problems and trains students to design and apply culturally relevant intervention strategies. Students will also examine family policies, welfare programs, and community-based supports that contribute to strengthening families in Pakistan.

Course learning outcome

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

1. Explain the nature, structure, and functions of families in Pakistani society.
2. Identify and analyze social, economic, and psychological problems affecting families.
3. Apply major family theories to interpret family problems.
4. Conduct a basic family assessment and design intervention plans.
5. Understand national family welfare policies and community-based support systems.
6. Demonstrate ethical and culturally sensitive professional practices in family intervention.

Course Contents

Unit-1: Understanding the Family System

- 1.1 Definition, characteristics, and functions of family
- 1.2 Family types: nuclear, joint, extended, single-parent, blended
- 1.3 Family as a social system: roles, norms, communication patterns
- 1.4 Theories of family: Structural-Functional, Systems Theory, Ecological Model, Family Life Cycle
- 1.5 Cultural and regional patterns of families in Pakistan and KPK

Unit-2: Causes and Types of Family Problems

- 2.1 Concept and dimensions of family problems
- 2.2 Economic issues: unemployment, poverty, migration, financial stress
- 2.3 Social problems: domestic violence, gender inequality, divorce, generational gap

- 2.4 Psychological and behavioral problems: depression, addiction, child neglect, conflict
- 2.5 Impact of modernization, urbanization, and media on family stability

Unit-3: Theoretical Perspectives on Family Problems

- 3.1 Family Systems Theory: boundaries, homeostasis, and feedback
- 3.2 Ecological Systems Theory (Bronfenbrenner): micro–macro interactions
- 3.3 Family Stress and Coping Model (Hill’s ABC-X Model)
- 3.4 Life Course Perspective: transitions, crises, and adaptation
- 3.5 Case analysis applying theories to family issues in rural and urban Pakistan

Unit-4: Family Assessment and Diagnosis

- 4.1 Purpose and process of family assessment
- 4.2 Data collection and interviewing skills
- 4.3 Tools: genogram, eco-map, family mapping
- 4.4 Identifying strengths, risks, and protective factors
- 4.5 Ethical and cultural considerations in assessment
- 4.6 Practice activity: designing a family profile based on a case study from Dir Upper

Unit-5: Family Intervention Strategies

- 5.1 Nature and principles of family intervention
- 5.2 Types of interventions: preventive, supportive, remedial
- 5.3 Models: Family Counseling, Structural, Strategic, Behavioral, and Solution-Focused Therapy
- 5.4 Role of schools, community, and NGOs in family support
- 5.5 Designing culturally relevant intervention plans
- 5.6 Role play / simulation: “Intervening in a family conflict”

Unit-6: Family Policy, Welfare, and Professional Practice

- 6.1 National family welfare and social protection policies in Pakistan
- 6.2 Role of government and NGOs (BISP, Zakat, Pakistan Bait-ul-Maal, etc.)
- 6.3 Community development programs for family wellbeing
- 6.4 Family and child protection laws (e.g., Domestic Violence Act, Child Protection Acts)
- 6.5 Ethical standards in family practice: confidentiality, respect, professional boundaries
- 7.1 Emerging trends and challenges for families in KPK and Pakistan

Teaching–Learning Strategies

- Interactive lectures and multimedia presentations
- Group discussions, case study analysis, and simulations
- Guest lecturers (Social Welfare Officer / Family Counselor)
- Field visits to welfare offices or NGOs
- Reflective journals and short reports

Bibliography:

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Course Code: ID-645

Course Title: Education, Power and Politics

CHR: 03

Course learning outcomes:

After completing this course, students will be able to:

1. Explain the relationship between education, power, and politics.
2. Analyze the influence of political ideologies on education.
3. Evaluate the role of government and interest groups in shaping policy.
4. Understand political aspects of curriculum, assessment, and reforms.
5. Identify power dynamics affecting teacher autonomy, student agency, and governance.
6. Examine political challenges affecting Pakistan's education sector.
7. Critically reflect on citizenship, equity, gender, and rights in education.

Course Contents

Unit 1: Introduction to Education, Power, and Politics

- 1.1 Meaning and scope of political education
- 1.2 Relationship among education, power, and politics
- 1.3 Education as a political act
- 1.4 Schools as political institutions
- 1.5 Power dynamics in classrooms and institutions

Unit 2: Theoretical Perspectives on Power and Politics in Education

- 2.1 Political theories: liberalism, conservatism, socialism, neoliberalism
- 2.2 Critical pedagogy (Freire) and power relations
- 2.3 Foucault: power/knowledge
- 2.4 Bourdieu: cultural capital, social capital, reproduction of inequality
- 2.5 Ideology and hegemonic control in schooling

Unit 3: Education Policy and Decision-Making

- 3.1 Definition of education policy
- 3.2 Stakeholders in policymaking (government, bureaucracy, teachers, parents, unions)
- 3.3 Role of political parties in shaping educational agenda
- 3.4 International influences: UNESCO, World Bank, IMF
- 3.5 Policy implementation challenges in developing countries

Unit 4: Curriculum Politics

- 4.1 Curriculum as a political document

- 4.2 Hidden curriculum and political socialization
- 4.3 Language policies and political implications
- 4.4 Religion, identity, and nation-building through curriculum
- 4.5 Controversies in curriculum reforms in Pakistan

Unit 5: Governance, Leadership, and Power Structures

- 5.1 Centralized vs. decentralized governance
- 5.2 School leadership and political influence
- 5.3 Teacher autonomy vs. control
- 5.4 Student voice and participation
- 5.5 Power relations within school systems

Unit 6: Education, Equity, and Social Justice

- 6.1 Politics of access and inequality
- 6.2 Gender and education: empowerment vs. marginalization
- 6.3 Class, caste, ethnicity, and political discrimination in schooling
- 6.4 Inclusive education as a political demand
- 6.5 Human rights and education

Unit 7: Politics of Education in Pakistan

- 7.1 Historical development of education policies in Pakistan
- 7.2 18th Amendment and devolved education governance
- 7.3 Political challenges: corruption, bureaucracy, teacher unions
- 7.4 Madrassa reforms and ideological debates
- 7.5 Current political issues affecting Pakistan's education system

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- Apple, M. W. (2012). *Education and Power*. Routledge.
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Course code: CSAI-646

Course Title: Artificial Intelligence in Education

CHR: 03(2+1)

Program: B.Ed.(4-Years)/ADE in Education/B.Ed.(1.5)

Credit Hours: 3 (3–0)

Course Type: Core / Elective

Prerequisite: Introduction to Educational Technology/Application of ICT

Course Description

This course introduces prospective educators to the theoretical foundations and practical applications of Artificial Intelligence (AI) in education. It develops AI literacy, explores classroom integration strategies, examines ethical considerations, and prepares future teachers to responsibly use AI technologies in teaching and learning environments.

Course learning outcomes:

After completing this course, students will be able to explain:

1. Core AI concepts and terminology,
2. Describe major AI technologies used in education,
3. Apply AI tools for instructional design and assessment,
4. Evaluate ethical and policy implications of AI in educational contexts, and
5. Design AI-integrated lesson plans.

Course Contents

Chapter 1: Introduction to Artificial Intelligence

- 1.1. Definition and scope of Artificial Intelligence
- 1.2. Historical development of AI
- 1.3. Types of AI: Narrow AI, General AI, and Super AI
- 1.4. AI versus human intelligence
- 1.5. Key terminology: data, algorithms, models, automation

Chapter 2: Foundations of Machine Learning

- 2.1 Concept of Machine Learning
- 2.2 Supervised and unsupervised learning
- 2.3 Neural networks and deep learning (introductory level)
- 2.4 Role of data in AI systems
- 2.5 Applications of machine learning in daily life

Chapter 3: Artificial Intelligence in Education

- 3.1 Intelligent Tutoring Systems
- 3.2 Adaptive learning platforms
- 3.3 Automated grading and assessment systems
- 3.4 AI-enhanced Learning Management Systems
- 3.5 Personalized learning through AI

Chapter 4: AI Tools for Teaching and Learning

- 4.1 AI for lesson planning and instructional design
- 4.2 AI for assessment and quiz generation
- 4.3 Natural Language processing in education
- 4.4 Educational chatbots and virtual assistants
- 4.5 AI for differentiated instruction

Chapter 5: Educational Data and Learning Analytics

- 5.1 Introduction to educational data mining
- 5.2 Student performance prediction models
- 5.3 Learning analytics dashboards
- 5.4 Data-driven decision-making in schools
- 5.5 Limitations and risks of predictive analytics

Chapter-6: Ethics, Privacy and Governance of AI

- 6.1 Ethical concerns in AI systems
- 6.2 Bias and fairness in AI
- 6.3 Academic integrity and AI misuse
- 6.4 Data privacy and student protection
- 6.5 National and international AI education policies

Chapter-7: Future Trends and Classroom Integration

- 7.1 AI and inclusive education
- 7.2 Assistive technologies for special needs learners
- 7.3 Robotics and AI in STEM education
- 7.4 The future role of teachers in AI-supported classrooms
- 7.5 Designing an AI-integrated lesson plan

Bibliography:

1. Russell, S., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.

2. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
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9. European Commission. (2019). *Ethics guidelines for trustworthy AI*. High-Level Expert Group on Artificial Intelligence.

Course Code:EDU-647

Course Title: Teaching Practice/Teaching Practice-I

CHR: 03

Activities during Teaching Practice:

The activities that a trainee teacher is supposed to perform at practicum school are given with explanation below:

- I. Performing Co-curricular and administrative tasks assigned by the school within the school Teaching in the Classroom:
- II. The trainee teacher would develop at least 40 lesson plans and teach them in the class during the teaching practicum. The duration of each lesson will be equal to one period in the school. The format of the lesson plan is given below:
 - a. Preliminary Section: It contains information about title of the lesson, date of teaching the lesson, name of the trainee teacher, his/her registration number, subject name from which topic has been selected for teaching, topic to be taught, class and number of students.
 - b. Objectives of the Lesson: There would be general and specific objectives in the lesson plan. The general objectives would be related to purpose of teaching the subject from which a topic for lesson has been selected. The specific objectives reflect the target behind teaching the particular topic.
 - c. Teaching Method: The teaching method which would be used to teach a particular topic must be suitable for teaching that topic. And teaching method must also be helpful for achieving the general and specific objectives of the lesson.
 - d. AV aids: AV aids to be used for teaching the topic of the day must be in accordance with the subject and topic of the lesson. And it is also helpful for achieving the general and specific objectives of the lesson.
 - e. Previous Knowledge Test: Previous knowledge test would involve asking questions from children to test their previous knowledge. The purpose of previous knowledge test is to relate the lesson of the day with previous knowledge of the students.
 - f. Announcement of the Topic: The trainee teacher would announce the topic of lesson in such a way that would arouse interests of the students.

- g. **Presentation:** Presentation of lesson would be in two parts: questions/activity would be asked from students after every part for formative evaluation of the lesson. During presentation, easy words should be used. The style of presentation of lesson must be appropriate to age, background knowledge and mental level of students. Formative evaluation will keep the lesson fresh in the minds of students.
- h. **Recapitulation Evaluation** will be carried out at the end of the lesson. It will be helpful to inform teacher about how much he/she is successful in achieving the objectives of the lesson.
- i. **Homework:** The students must be assigned brief but interesting homework for practicing the lesson of the day in more detail.

Course Code:EDU-648

Course Title: Critical Thinking and Reflective Practices
CHR: 03

Course learning outcome:

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

- 1 Demonstrate the ability to think critically and reflectively about teaching practices and student learning experiences.
- 2 Develop a reflective practice framework to assess one's own teaching effectiveness.
- 3 Engage in collaborative discussions and peer evaluations to enhance critical thinking skills in educational contexts.

Course Contents

Unit -1: Introduction

- 1.1 Introduction to the fundamentals of critical thinking
- 1.2 critical Thinking
- 1.3 Critical thinking and the process of Analysis
- 1.4 Types of critical thinking
- 1.5 Importance of critical thinking in education
- 1.6 Examples of Critical Thinking in Education
 - A. Teaching Students to think Theoretically
 - B. Teaching Students to Thinking Empirically

Unit -2: Strategies and Techniques to develop critical thinking

- 2.1 Brain Storming
- 2.2 Concept Mapping
- 2.3 Generalization and testing the Limits
- 2.4 Venn Diagram
- 2.5 Logical Diagram

Unit -3: Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2 Teaching students to ask Good Question & Follow up the Implications of thought
- 3.3 Teaching Students to narrate ,analyze ,and evaluate their own "Points"

- 3.4 View and of others
- 3.5 Open and close ended Questions

Unit -4: Critical Thinking and its Application

- 4.1 Interrogating the Text
- 4.2 Primary and Secondary Sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of the Author
- 4.6 Comparing and Contrasting Different Sources

Unit-5 Critical thinking skills

- 5.1 Pursue continuous learning
- 5.2 Challenge the status quo
- 5.3 Understand diverse perspectives
- 5.4 Embrace calculated risks
- 5.5 Promote open mildness

Unit-6 Components of Critical thinking

- 6.1 Analysis
- 6.2 Interpretation
- 6.3 Inference
- 6.4 Explanation
- 6.5 Evaluation
- 6.6 Self-Regulation

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- Hager,P.and Kaye ,M.(1991)Critical thinking Ability and Teacher Effectiveness .Higher Education Research and Development ,(forthcoming)

Year 2, Semester III

Code: EDU-651

Course Title: Educational Assessment and Evaluation

CHR: 03

Course Description

Historically, the practices of testing and teaching have been conducted separately. A shift in schools throughout the world from the practice of testing to the practice of assessment is an effort, in part, to integrate assessment and instruction. Experienced teachers know that when a lesson ends, the teacher does not know exactly what each student learned. (The fact that the teacher taught does not necessarily mean that the students learned.) The only way to know what the students actually learned is to check in some way (written quiz, homework assignment or, perhaps, oral questions from the teacher that individual students answer when called upon.)

Course Outcome

After completing this course, you will be able to:

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

Course Outline

UNIT 1: Introduction to Assessment

- 1.1 Assessment practices in schools in Pakistan
- 1.2 Personal experience with tests in school
- 1.3 The distinction between assessment *of* learning and assessment *for* learning
- 1.4 The effects of a teacher's feedback on learning
- 1.5 Assessment concepts and underpinnings

- 1.6 Assessments concepts: The relationship between reliability and validity
- 1.7 Cultures of testing and assessment

UNIT 2: Assessment is The Bridge between Teaching and Learning

- 2.1 Constructing the Unit upon which the test will be based.
- 2.2 Principles and rules for writing selected-response and constructed-Response objective test questions
- 2.3 Assembling your test.
- 2.4 Essays - One way to assess complex learning and achievement
- 2.5 Making sense of the test items

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS

- 3.1 Characteristics of effective and ineffective feedback
- 3.2: Sharing assessment results with others
- 3.3: Practice - Feedback to students and assessment results to parents

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS

- 4.1 Practice Exercises
- 4.2 Course Assignments

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into practice. Berkshire, UK: Open University Press.

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Course Code:RP/CP-652

Course Title: Research Project/ Capstone Project

CHR: 03

Course Description

Research Project is a capstone course designed to equip students with the essential knowledge, skills, and technical competence required to independently plan, conduct, and complete a full research study. The course provides a practical, step-by-step understanding of the entire research process—from selecting a viable research topic to writing and submitting a complete thesis. Students will learn how to formulate researchable questions, conduct a critical literature review, select and justify appropriate methodologies, pilot instruments, collect and analyse data, and present their findings in a scholarly manner. Emphasis is placed on developing academic writing skills, research ethics, analytical thinking, and the ability to produce evidence-based conclusions. By the end of the course, students will be able to design a high-quality research proposal, execute all stages of a research project, and prepare a technically sound research report following accepted academic standards.

Course learning outcome:

- 1 To provide students with the tools and skills required to understand research terminology and assess published research.
- 2 To identify the types of methods best suited for investigating different types of problems and questions.
- 3 To develop research questions that is based on and builds upon a critical appraisal of existing literature.
- 4 To design a research proposal.
- 5 To begin initial preparation for embarking on a new research project.
- 6 To accomplish and learn all stages of research.
- 7 To complete research and learn the skills of writing research thesis technically.

Course contents

Unit-1 How to choose a good research topic?

Stage 1: What are the broad themes?

Stage 2: What are the interesting topics within those themes?

Stage 3: What questions can be asked about those topics?

Stage 4: Choose a question and check its viability.

Stage 5: Making the final choice.

The last stage is making the final choice of the project. Start project with a research question.

Unit-2: Administration of the research project

2.1 Making the research proposal

2.2 Research title/problem and justification.

2.3 Research hypothesis / Research question.

2.4 The main research question that the student will be focusing on, with possible sub-questions.

2.5 The background to the study – why it is an important and interesting topic to study.

2.6 A brief background literature review showing that the student has read relevant books and papers and understands how the topic relates to current knowledge.

2.7 Proposed methodology – how the student intends to undertake the study, what methods will be used, what data will be collected, how it will be analyzed, and justification for chosen methods.

2.8 A proposed time schedule for the project, with key dates and timing of each phase.

Unit-3: Stages of the Research (Process of the Project)

3.1 – Choosing the project / Introduction

3.2 – Initial literature review

3.3 – Finalize the research questions

3.4 – Choosing and developing the methodology

3.5 – Piloting the methodology

3.6 – Organizing the data collection

3.7 – Data collection

3.8 – Data analysis.

3.9 – Drawing conclusions and interpretations

3.10 – Preparing the final thesis

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Course Code:EDU-653

Course Title: Professionalism in teaching/ Teaching Profession
CHR: 03

Course Learning Outcome:

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

1. Explain the concept of profession and professionalism.
2. Discuss teaching as a profession.
3. Define and discuss the term **professionalization**, explain its process, and highlight the importance of professionalizing the teaching profession.
4. Demonstrate professional dispositions as a teacher.
5. Understand the theoretical foundations of professionalism in teaching.
6. Adhere to the professional code of conduct and uphold professional values.
7. Identify and practice the attributes of a professional teacher.
8. Comment on the changing role of teachers in contemporary society.
9. Discuss the impact of globalization on the teaching profession.
10. Explain the connection between society, culture, and the teaching profession.
11. Highlight and address ethical issues in the teaching profession.

Course Contents

Unit 1: Introduction to Profession and Concept of Teaching

- 1.1 Concept of Profession and Professionals
- 1.2 Professionalism
- 1.3 Teaching as a Profession
 - A. Profession and Vocation
 - B. Professional Conceptions
- 1.4 Assumptions about Teaching
- 1.5 Characteristics of Effective Teaching

Unit 2: Professionalization Process and Professionalism

- 2.1 Concept and Process of Professionalization
- 2.2 Professions, Professionalism, and Professional Ethics
- 2.3 Professionalization of the Teaching Profession

- 2.4 Professional Responsibility
- 2.5 Characteristics of Professionalism
- 2.6 Importance of Values in Teaching
- 2.7 Three Tips for Educating Values While Teaching
 - A. Guide by Example
 - B. Absorb Hardship
 - C. Use of External Resources

Unit 3: Professionalism in Teaching – Theory to Practice

- 3.1 Code of Professional Conduct and Values
- 3.2 Commitment to Professional Renewal
- 3.3 Professional Dispositions
- 3.4 Islamic Principles of Professionalism
- 3.5 Problems Faced by Beginning Teachers

Unit 4: Attributes of a Teacher

- 4.1 The Professional Teacher
- 4.2 Qualities of a Professional Teacher
- 4.3 The Reflective Practitioner
- 4.4 The Inquiring Teacher
- 4.5 The Committed Teacher
- 4.6 Principles of Commitment
- 4.7 The Teacher as a Moral Agent
- 4.8 The Teacher as a Role Model

Unit 5: The Changing Role of the Teacher – Beyond the Classroom

- 5.1 Teacher's Professional Identity
- 5.2 Career Development
- 5.3 Writing Reflective Journals
- 5.4 National Professional Standards for Teachers in Pakistan
- 5.5 Digital Technologies and Pedagogy

Unit 6: Ethics, Education, and the Teacher

- 6.1 Education as a Human Right in the International Context
- 6.2 Right to Education in Pakistan
- 6.3 Educational Rights and Professional Wrongs
- 6.4 Schooling
- 6.5 Teaching
- 6.6 Teachers as Role Models

Unit 7: Teaching Profession and Globalization

- 7.1 Teacher Professionalism in the Context of Globalization
- 7.2 The Teaching Profession and Open and Distance Learning (ODL)

7.3 The New Millennium: Pressures and Possibilities

7.4 The Reflective Practitioner in a Global Context

Unit 8: Society, Culture, and the Teaching Profession

8.1 Social Context

8.2 Cultural Context

8.3 Political Context

8.4 Interplay between Value Education and the Teaching Profession

Unit 9: Ethical Issues in the Teaching Profession

9.1 Definition of Ethics

9.2 Ethics in Teaching

9.3 General Principles of Ethics in Teaching

9.4 Ethical Issues Pertaining to the Role of the Teacher

9.5 Ethical Issues Pertaining to Education

9.6 Ethical Issues Pertaining to Schooling

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Course Code:EDU-654

Course Title: Education for Sustainable Development
CHR: 03

Course Description

In the 21st century, education must go beyond knowledge transmission to nurture citizens who can respond effectively to social, environmental, and economic challenges. This course on Education for Sustainable Development (ESD) aims to prepare future educator to integrate sustainability principles into teaching, learning, policy, and community engagement. Aligned with UNESCO's ESD for 2030 framework, Pakistan's National Education Policy, and the UN Sustainable Development Goals (SDGs), the course helps student teachers understand and apply ESD concepts in their classrooms, curricula, and institutions.

Course learning outcome

- 1 To develop conceptual clarity on Sustainable Development (SD) and Education for Sustainable Development (ESD).
- 2 To familiarize students with international and national policies promoting ESD.
- 3 To enhance pedagogical and curriculum design competencies for integrating ESD into educational practice.
- 4 To explore innovative trends such as digital learning, green campuses, and community partnerships in ESD.
- 5 To strengthen students' research and evaluation skills for monitoring sustainability outcomes in education.

Course Contents:

Unit-1: Introduction to Sustainability & ESD

- 1.1 Defining Sustainable Development and ESD;
- 1.2 historical background;
- 1.3 importance for education
- 1.4 Dimensions & Principles of Sustainable Development

- 1.4.1 Social, economic, and environmental pillars;
- 1.4.2 Intergenerational equity;
- 1.4.3 Global challenges

Unit-2: Global Policy Frameworks

- 2.1 Agenda 21, Rio Earth Summit,
- 2.2 UN Decade for ESD (2005–2014),
- 2.3 ESD for 2030 Framework
- 2.4 Sustainable Development Goals (SDGs) and Education
 - SDG 4 (Quality Education),
 - 2.4.1 SDG 13 (Climate Action),
 - 2.4.2 SDG 5 (Gender Equality), and their educational linkages

Unit-3: Theoretical Foundations of ESD

- 3.1 Systems thinking,
- 3.2 Critical pedagogy,
- 3.3 Transformative learning, and futures thinking
- 3.4 Curriculum Integration for ESD
 - 3.4.1 Strategies to embed sustainability across subjects;
 - 3.4.2 Curriculum mapping; designing ESD outcomes

Unit-4: Pedagogies for Sustainability

- 4.1 Experiential, participatory, inquiry-based, and project-based learning for ESD
- 4.2 Policy and Governance for ESD
 - 4.2.1 Global to national policy frameworks;
 - 4.2.2 Pakistan's National Education Policy and SDG implementation

Unit-5: Research and Monitoring of ESD

- 5.1 Indicators,
- 5.2 data collection,
- 5.3 assessment of ESD outcomes
- 5.4 action research methods
- 5.5 Climate Change Education & Greening the Campus
 - 5.5.1 Climate literacy,
 - 5.5.2 Mitigation and adaptation,
 - 5.5.3 Campus sustainability initiatives

Unit-6 Digital & Innovative Approaches in ESD

- 6.1 ICT integration,
- 6.2 AI and e-learning for sustainability,
- 6.3 Open Educational Resources (OER)
- 6.4 Community Engagement and Partnerships
 - 6.4.1 School–community collaboration;
 - 6.4.2 Service learning and local sustainability initiatives

Unit-7 Teacher Leadership for Sustainability

- 7.1 Building ESD leadership;
- 7.2 Professional development;
- 7.3 Whole-school approach
- 7.4 Student Project Presentations
 - 7.4.1 Presentation of ESD projects
 - 7.4.2 Peer review and feedback

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Course Code: EDU-655

Course Title: Contemporary Literacy

CHR: 03

Course Description

This course explores how literacy has evolved in the 21st century beyond reading and writing to include digital, media, visual, and multimodal literacies. Students will critically examine literacy as a social practice, understand global frameworks for digital citizenship, and learn to design classroom practices that promote critical and creative literacy learning. The course bridges theory and practice by engaging students in the design of lessons, media analyses, and classroom-based inquiry related to contemporary literacies.

Course learning outcome:

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

1. Explain major concepts, theories, and frameworks of contemporary literacies.
2. Analyze the impact of technology, culture, and society on literacy practices.
3. Integrate digital and multimodal tools into classroom literacy instruction.
4. Promote critical, media, and information literacies among learners.
5. Develop inclusive literacy lessons aligned with curriculum and equity goals.
6. Conduct small-scale action research or reflective practice related to literacy teaching.

Course Content Outline

Unit 1: Literacy Then and Now

- 1.1 Historical perspectives on literacy;
- 1.2 evolution to multi-literacies;
- 1.3 literacy as social practice.

Unit 2: Digital Literacies

- 2.1 Digital literacy frameworks;

- 2.2 online information evaluation;
- 2.3 digital citizenship and ethics.

Unit 3: Multimodal Literacies

- 3.1 Visual, audio, and spatial modes;
- 3.2 Multimodal text design;
- 3.2 Technology tools for teaching.

Unit 4: Media and Critical Literacies

- 4.1 Media analysis;
- 4.2 Representation and bias;
- 4.3 Literacy for democracy and civic engagement.

Unit 5: Literacy, Equity, and Curriculum

- 5.1 Literacy for diverse learners;
- 5.2 Multilingualism;
- 5.3 Inclusive and culturally sustaining pedagogy.

Unit 6: Assessment and Research in Literacies

- 6.1 Assessment of multimodal texts;
- 6.2 Formative and summative strategies;
- 6.3 Action research.

Unit-7 Teaching–Learning Strategies

- 7.1 Interactive lectures and seminars
- 7.2 Case studies and classroom simulations
- 7.3 Digital tools workshops
- 7.4 Group projects and peer review
- 7.5 Reflective journals and portfolios

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Course Code:TP-656
Course Title: Teaching Practice-II
CHR: 03

Course Description

This course includes two important parts:

- a. A school placement in an elementary school.
 - b. A seminar that meets regularly.
- A. **School Placement:** The developmental practicum experience in Semester 3 provides elementary grade Student Teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Opportunities to work with children at two different grade levels, one in an upper and one a lower elementary school classroom are provided. As a Student Teacher, you will work with children from a variety of backgrounds, and with different capabilities. Initially you will conduct formal observations and complete a variety of school based assignments, but you are expected to gradually take a more active role, with increased responsibilities in each classroom.
- B. **Seminar:** The seminar which accompanies your fieldwork, will be facilitated by your College/University Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and your beliefs about a wide range of educational issues. The primary focus of this seminar is the inducting of Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. . Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:

- Present an analysis of your own or a peer's teaching
- Conduct observations focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

Course Learning Outcome:

Student Teachers will be able to:

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

Learning and Teaching Approaches

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.Ed.

Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3. The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- 1) The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
- 2) Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
- 3) Assist the Cooperating Teacher as requested with any task such as:
 - o Small administrative tasks
- 4) Helping individual children or small groups of children
- 5) Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like

Week 2: Becoming more involved in the classroom:

- 1) Complete school based assignments which will provide you with tools to use to learn to know more about:
- 2) Your Cooperating Teacher and his/her educational philosophy; o A small group of children or an individual child.
- 3) Complete classroom observations.
- 4) Small group engagement;
- 5) Individual child engagement.
- 6) Assist the Cooperating Teacher as requested:
- 7) Work with children who need extra help;

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your

Cooperating Teacher:

- 1) Complete school based assignments:
- 2) Learn about how your Cooperating Teacher manages their classroom;
- 3) Learn to know more about the community (parents and other community members) involvement in the school.
- 4) Complete classroom observations:
- 5) Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
- 6) Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

Complete school based assignments:

- 1) Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- 2) Complete classroom observations:
- 3) Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;

- 4) Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.

Complete school based assignments: Complete any school based assignments that might be outstanding;

Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment sheet to indicate how you believe you are meeting the NPSTP.

Week 6 : Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

Complete school based assignments:

- 1) Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- 2) Complete classroom observations:
- 3) If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

Roles and Expectations of Practicum Triad Members

Every Practicum experience is guided by three critical participants:

- 1) The Student Teacher,
- 2) The Cooperating Teacher and
- 3) The College/College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

Summary of the Role of the Student Teacher

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:

- 1) His or her activities in the classroom, school and community;
- 2) Participation in the weekly Practicum Seminar; and
- 3) Continued reflection and the creation of a developmental portfolio housing the documentation as evidence of professional growth

Summary of the Role of the Cooperating Teacher

The Cooperating Teacher is expected to:

- 1) Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- 2) Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher.
- 3) Formally and informally observe and provide verbal and written feedback to the Student Teacher on: lesson planning and teaching.
- 4) Meet daily to discuss classroom events and make plans.
- 5) Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher's performance.

Summary of the Role of the College/University Supervisor

The College/University Supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions.