

CURRICULUM
OF
EDUCATION
B.Ed/BS (HONS) & M.Ed.

(Revised 2006)



HIGHER EDUCATION COMMISSION
ISLAMABAD

CURRICULUM DIVISION, HEC

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PREFACE

Curriculum of a subject is said to be the throbbing pulse of a nation. By looking at the curriculum one can judge the state of intellectual development and the state of progress of the nation. The world has turned into a global village; new ideas and information are pouring in like a stream. It is, therefore, imperative to update our curricula regularly by introducing the recent developments in the relevant fields of knowledge.

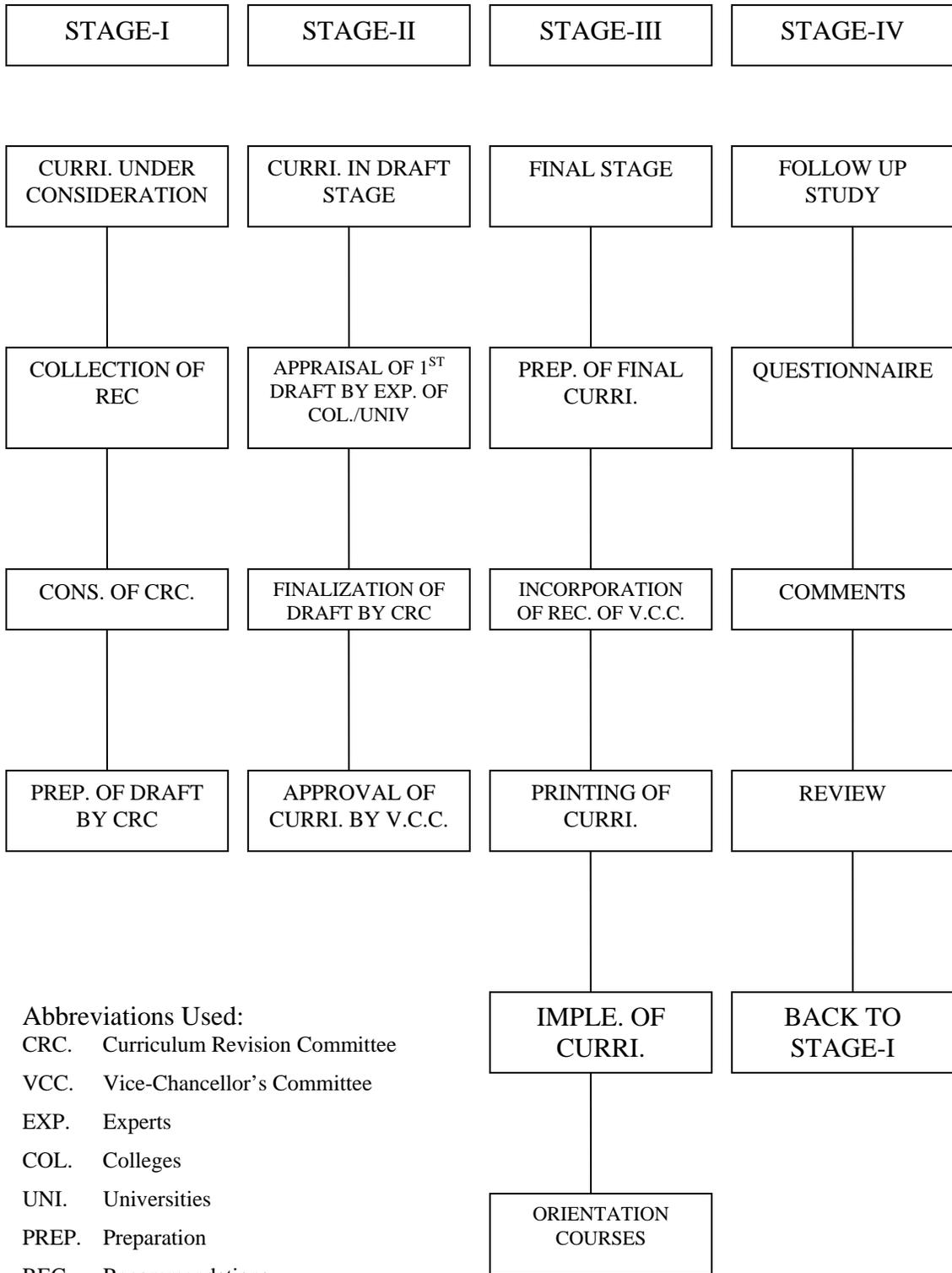
In exercise of the powers conferred by sub-section (1) of section 3 of the Federal Supervision of Curricula Textbooks and Maintenance of Standards of Education Act 1976, the Federal Government vide notification no. D773/76-JEA (Cur.), dated December 4, 1976, appointed University Grants Commission as the competent authority to look after the curriculum revision work beyond class XII at bachelor level and onwards to all degrees, certificates and diplomas awarded by degree colleges, universities and other institutions of higher education.

In pursuance of the above decisions and directives, the Higher Education Commission (HEC) is continually performing curriculum revision in collaboration with universities. According to the decision of the special meeting of Vice-Chancellors' Committee, curriculum of a subject must be reviewed after every 3 years. For the purpose, various committees are constituted at the national level comprising senior teachers nominated by universities. Teachers from local degree colleges and experts from user organizations, where required, are also included in these committees. The National Curriculum Revision Committee for **Education** in its meeting held in **May 8-10, 2006** at the HEC Regional Centre, Karachi revised the curriculum after due consideration of the comments and suggestions received from universities and colleges where the subject under consideration is taught. The final draft prepared by the National Curriculum Revision Committee duly approved by the Competent Authority is being circulated for implementation by the institutions.

Prof. Dr. Altaf Ali G. Shaikh
Adviser (Acad/R&D)

August 2006

CURRICULUM DEVELOPMENT



- Abbreviations Used:**
- CRC. Curriculum Revision Committee
 - VCC. Vice-Chancellor's Committee
 - EXP. Experts
 - COL. Colleges
 - UNI. Universities
 - PREP. Preparation
 - REC. Recommendations

Minutes of the Meeting

The final meeting of the National Curriculum Revision Committee in Education was held from 8th to 10th of May 2006 at the HEC Regional Centre, Karachi at 9:00 a.m.

Prof. Dr. Altaf Ali G. Shaikh, Adviser (Acad/R&D), Higher Education Commission inaugurated the meeting. In his inaugural address he emphasized that education of teachers needs to strengthen and stress upon the main attributes of a profession, such as the systematic theory, rigorous training over a specified duration, authority, community section, ethical code and culture, generating knowledge through research and specification. He further stressed that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and communicated to a code of conduct.

In fact, any change in the nature, purpose, quality and character of the school demands a concomitant change in teacher education, especially in its curriculum. Keeping in view the task of bringing qualitative change in institutional efficiency of the teacher education system is not only a big task rather a huge and challenging one. Keeping in view the challenge the following members attended the meeting and gave their expert input in reformulating the scheme of studies for B.Ed and M.Ed programs:

1. Dr. Ismail Saad, Convener
Dean,
Faculty of Education,
IQRA University, Karachi
2. Dr. Thomas Christie, Member/Co-Convener
Director Examination Board,
Agha Khan University,
Karachi
3. Dr. Jamil Hussain Shah, Member
Associate Professor,
Department of Education,
Bahauddin Zakriya University, Multan
4. Dr. Mussaret Anwar Sheikh, Member
Associate Professor,
Department of Education,
Fatima Jinnah Women University, Islamabad
5. Dr. James Shafi, Member
Dean, Faculty of Education,
Forman Christian College, Gulberg, Lahore

6. Dr. Muhammad Saeed, Member
Associate Professor, Division of Education,
University of Education, 123, Abu Bakar Block,
New Garden Town, Lahore
7. Dr. Umar Ali Khan, Member
Director,
Department of IER,
Gomal University, D.I. Khan
8. Prof. Karimdad Ujan, Member
Assistant Director,
Institute of Education,
Shah Abdul Latif University, Khairpur
9. Prof. Dr. Sultan Jehan, Member
Professor,
Department of Education,
University of Karachi, Karachi
10. Mr. Abdur Rauf Jameel, Member
Principal,
Islamia Collegiate School,
University of Peshawar, Peshawar
11. Dr. Anjum Halai, Member
Assistant Professor,
Head Research and policy Studies,
The Aga Khan University, Karachi
12. Mr. Abdul Sattar Memon, Member
Associate Professor,
Department of Distance, Continuing and Computer
Education,
University of Sindh Jamshoro
13. Prof. Rauf Ahmed Khan, Member
Director B. Ed. & M. Ed.
Department of Teachers Education,
Jinnah University for Women, Karachi
14. Prof. Mrs. Fareeda Saeed, Member
Assistant Professor,
Department of Education,
Jinnah University for Women, Karachi
15. Dr. Zaira Wahab, Member
Asstt. Professor,
Iqra University,
Gulshan Campus, Karachi

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| 16. | Ms. Mehnaz Aziz,
Chief Executive,
Children's Resources International,
Pakistan (Guarantee) Ltd. Islamabad | Member |
| 17. | Mr. Muhammad Zubair,
Children's Resources International,
Islamabad | Member |
| 18. | Ms. Sadia Shakeel,
Children's Resources International,
Karachi | Member |
| 19. | Dr. Tayyab Alam Bukhari,
Department of Education,
National University of Modern Language,
Islamabad. | Member |
| 20. | Dr. Uzma Quraishi,
Principal,
Foundation University College of
Liberal Arts & Sciences, Islamabad | Member |
| 21. | Dr. M. Memon,
Director Institute of Educational Development,
Aga Khan University, Karachi | Member |
| 22. | Prof. Dr. Hafiz Muhammad Iqbal,
Institute of Education & Research,
University of the Punjab, Lahore | Member |
| 23. | Miss. Shagufta Akhtar,
Assistant Professor,
Foundation University,
College of Liberal Arts & Sciences, Rawalpindi | Member/Secretary |

The following members attended the preliminary meeting of NCRC (12-14 December 2005) and contributed in developing the first draft of the curriculum.

Prof. Dr. Rehana Masroor,
Chairperson,
Department of Secondary Teacher Education,
Allama Iqbal Open University, Islamabad

Dr. Waseem Qazi,
Executive Director,
Iqra University, Shaheed-e-Millat Road Extension,
Defence View Karachi

The participants discussed the curriculum framework and its characteristics. An overview of the context, courses and perceived characteristics of the B.Ed curriculum framework were analyzed. Curriculum of core courses, foundation, professional and specialized components need to be interwoven to improve the quality. An attempt of this kind will give a more meaningful direction. The meeting categorized the teacher education curriculum in to the following main components:

- I Core Courses
- II Foundation Courses
- III Professional Courses
- IV Specialized Courses

Members after brainstorming identified the following courses and credit hours:

Total Credit Hours: 127, Duration: Four year

Core Courses	Credit Hours
1 Islamiat/Ethics	2
2 Pakistan studies	2
3 Computer Literacy	2
4 Functional English-I & I I	6
5 Communication Skills	6
6 Critical Thinking	3
Total Credit Hours	21

Foundation Courses	
1 Development of Education in Pakistan	3
2 Sociological and Cultural Issues	3
3 Child Development	3
4 Educational Psychology	3
5 Philosophy of Education	3
6 Society, School and Teacher	3
7 Contemporary Issues and Problems	3
Total Credit Hours:	21

Professional Courses	
1 Classroom Assessment (Including school visits)	3
2 Teaching and Learning Strategies (Including school visits)	3
3 Curriculum Development	3
4 Educational of Research	3
5 Research Project and Report Writing	3
6 Inclusive Education	3
7 School Management	3
8 Comparative Education	3

9	Reflective Practices	2
	Total Credit Hours:	26

Specialization Courses

1	Content (Two majors)	24
2	Pedagogy (Two majors)	12
3	Short Term Internship	6
4	Long Term Internship	17
	Total Credit Hours:	59

Rational of B.Ed. (12+ 4 years) Programme.

A distinct departure from the existing programme is noticeable in overall scheme of studies including the courses on reflective practices and critical thinking. A teacher in the classroom has to make adjustment in teaching strategies according to the nature and scope of the curriculum and evaluate the success of teaching in terms of student growth. Effort has been directed towards developing certain competencies and skills in prospective teacher, which will be helpful in the shaping of a teacher for an effective role-play.

Interaction between the school and community is gaining importance in the modern context. Several activities promote school-community-teacher relationship, a course with dynamic content outline has been developed on school, society and teacher and on sociological and cultural issues. Prospective teacher will gain insight for bringing positive attitude in classroom teaching towards plurality of cultures which has been badly missing in our educational system.

Planning and carrying out an action research and involvement of prospective teachers in practical/field work would greatly reduce isolation of the teacher education system in practical terms and pedagogical principles. It would lead to innovativeness. Self-esteem and self-confidence on their part when thoroughly analyzed and understood, the curriculum framework should provide sufficient insight to prepare reflective, reverberate and contemplative practioners in classroom and outside.

Practice teaching is essentially a major and joint responsibility of teacher training institution and the school involving teacher educators, prospective teachers and schoolteachers. Inclusion of short term training with long term teaching practice will provide an opportunity to prospective teachers to extend their role in the school situation other then classroom teaching. Involvement of prospective teachers in school related activities during short term teaching practice such as maintenance of school records and registers, management of laboratories and library, preparation of tests and assignments, admission and selection of students, preparation of school budget and development plans and classroom management etc.

B.Ed/BS (4 years) Programme in Education Scheme of Studies

<u>1st Year</u>		<u>3rd Year</u>	
Semester-I	Cr.H	Semester-V	Cr.H
Islamiat/Ethics	2	Philosophy of Education	3
Functional English-I	3	Curriculum Development	3
Computer Literacy	2	Contemporary Issues and trends in Education	3
Reflective Practices	2		
Optional-I	3	Pedagogy-I	3
Optional-II	3	Pedagogy-II	<u>3</u>
Development of Education in Pakistan	<u>3</u>		15
	18		
Semester-II	Cr. H	Semester-VI	Cr.H
Pakistan Studies	2	Educational Research	3
Communication Skills	3	Research Project & Report Writing	3
How Children Learn	3	Short-term Internship	6
Optional-I	3	Inclusive Education	<u>3</u>
Optional-II	3		15
Critical Thinking	<u>3</u>		
	17		
<u>2nd Year</u>		<u>4th Year</u>	
Semester-III	Cr.H	Semester-VII	Cr.H
Functional English-II	3	Comparative Education	3
Child Development	3	School Management	3
Teaching & Learning Strategies (School visits)	3	Pedagogy-I	3
Optional-I	3	Pedagogy-II	3
Optional-II	<u>3</u>	Society, School and Teacher	<u>3</u>
	15		15
Semester-IV	Cr.H	Semester-VIII	Cr.H
Sociological and Cultural Issues	3	Long term Internship (Complete semester)	17
Classroom Assessment (including school visits)	3	Communication Skills	3
Optional-I	3	Optional-II	<u>3</u>
	15		17
Total Credit Hours:		127	

DETAILS OF COURSES

Course Title: Computer Literacy

Learning Outcomes:

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

1. classify the computers into different categories
2. describe different functions of computers in Education
3. develop the skill to use computer in educational settings
4. communicate through computer with friends, and teachers in and outside the country

Unit 01: Introduction

- 1.1 Definition and Importance of Computer
- 1.2 Basic Concepts of the Computer Hardware
- 1.3 Input and Output Devices
- 1.4 Classification of Computers
- 1.5 Functions of Computer

Unit 02: Computer Software

- 2.1 Concept of Software
- 2.2 Types of Software
- 2.3 Applications of Computer in Education

Unit 03: Word Processing and Document Handling

- 3.1 Creating a Document
- 3.2 Composing Educational Documents
- 3.3 Internet Browsing
- 3.4 Plagiarism
- 3.5 Email

Unit 04: Spreadsheet (Excel)

- 4.1 Charts and Graphs
- 4.2 Sum/Subtractions/Multiplication/division
- 4.3 Sorting
- 4.4 Database
- 4.5 Simulating and Modeling Change

Unit 05: PowerPoint

- 5.1 Composing Presentations
- 5.2 Delivering Presentations

Recommended Books:

1. Norton, Peter (2003) Introduction to Computers, 5th ed., New York: McGraw-Hill Book Co.

2. Norton, P., and Spragu, D. (2001), Technology for Teaching Allyn and Bacon, Boston.
3. Faden, P.D., and Vogel, RM. (2003), Methods of Teaching, Mc-Graw Hills Boston.
4. Joyce, B., Weil M., and Calhoun,. E. (2000), Models of Teaching, 6th ed; Allyn and Bacon, Boston.
5. Sharma, A. (1999), Modern Educational Technology, Prentice-Hall Columbus, New Delhi
6. Sharma, S.R. (2000) Effective Classroom Teaching Modern Methods, Tools and Techniques, Mangal Deep Publications, Jaipur.
7. Norton, P. (2000), Introduction to Computers 5th ed; New York. Mc Graw Hill Book Co.,

Course Title: Reflective Practice

Learning Outcomes:

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

1. understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
2. use reflection as a tool of inquiry into practice
3. acquire techniques for reflection on experience of learning/schooling and on educational issues

Course Outline:

Unit 01: Introduction to Reflection

- 1.1 Meaning of reflection on practice/educational issues
- 1.2 Significance of reflection for teacher

Unit 02: Major Proponents of Reflective Practice

- 2.1 John Dewey
- 2.2 L. Stanhouse
- 2.3 D. Schon

Unit 03: Process and Techniques of Reflection

- 3.1 Process of reflection
- 3.2 Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)
- 3.3 Skills for reflection

Unit 04: Application of skills and approaches to reflection

- 4.1 Systematic reflection through out the coursework
- 4.2 Identify key questions for their own role as novice teachers
- 4.3 Understand the issues in becoming a reflective practitioner

Course Title: Development of Education in Pakistan

Learning Outcomes:

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

1. Understand how education has been shaped by the Islamic values and ideology of Pakistan
2. Decipher the nature and purposes of education in the Mughal empire, the British period and post independence period
3. Delineate the historic roots and subsequent development of the madrassah and private and public sectors and explain their relative strength
4. Evaluate whether education in Pakistan is egalitarian or elitist and relate that evaluation to the aims of a major education act
5. Critical analysis of the targets and achievements of national educational policy
 - (a) Commission on National Education 1959.
 - (b) National Education Policy 1972, 1979, 1992, 1998

Unit 01: Education, its meaning, data and Functions

- 1.1 Definitions and derivations
- 1.2 Education as a process
- 1.3 Aims of education

Unit 02: Ideological Basis of Education

- 2.1 Definition and meaning of ideology
- 2.2 Islamic concept of education
- 2.3 Role of Islamic ideology in development of education
- 2.4 Education for moral development and character building

Unit 03: The Formal System of Education

- 3.1 The structure of education
- 3.2 Stages of administration
- 3.3 Governance, planning and financing

Unit 04: History of Education in Pakistan

- 4.1 Main features and achievements in education during Muslim rule in the sub-continent
- 4.2 British education and its impact on the educational life of Muslims.
- 4.3 Study of “Muslim education movements”, contribution of Deoband, Aligarh, Jamia Millia, Anjuman-e-Himayatul islam, Sindh Madersat-ul-Islam.

Unit 05: Education as an agent of Change

- 5.1 Meaning and factors of social change
- 5.2 Education as factor in social change

- 5.3 Education as conservative and creative force.
- 5.4 Education for peace and universal brotherhood.

Unit 06: Policies of Education in Pakistan

- 6.1 All Pakistan Educational Conference 1947
- 6.2 The Commission on National Education 1959
- 6.3 The Education Policy 1972-80
- 6.4 National Education Policy 1979
- 6.5 National Education Policy 1992
- 6.6 National Education Policy 1998-2010

Recommended Books:

- 1. Mansoor, A. Qureshi, 1983, some aspects of Muslim education, Universal Books, Lahore
- 2. Al-Naqib-al-attas, Syed Muhammad 1979, Aims and objectives of Education, King Abdul Aziz University, Jeddah
- 3. John, S. Brubacher. 1987, Modern Philosophies of education, TATA McGraw Hill Publication Co. New Delhi.
- 4. Iqbal Muhammad, The reconstruction of religious thought in Islam, Shaikh Muhammad Ashraf, Lahore

Course Title: Critical Thinking

Learning Outcomes:

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

- 1. Differentiate between 'Good' and 'Bad' bent of mind
- 2. Ask and analyze thought provoking Questions
- 3. Understand the relationship of critical thinking with reading and writing
- 4. Foster rational motivation among the students.
- 5. Apply critical thinking in different content areas
- 6. Develop the habit of contributive thinking

Unit 01: Introduction

- 1.1 Introduction to the Fundamentals of Critical Thinking
- 1.2 Why Critical Thinking Matters?
- 1.3 Critical Thinking and the Process of Analysis
 - A. Teaching Students to Think Theoretically
 - B. Teaching Students to Think Empirically

Unit 02: 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 Reasoning

Unit 03: Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2 Teaching Students to Ask Good Questions & 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 04: Critical Thinking and its Applications

- 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

Recommended Books:

1. Ayoukarm, Govald (1989). Modern Methods and Techniques of Teachings Philadelphia: Open University press 1
2. Baron, J. and Sternberg, R. (Eds.) (1987) Teaching thinking skills: theory and practice. New York: Freeman.
3. Barrow, R. (1990) Understanding Skills: Thinking, Feeling and Caring. London, Ontario: Althouse.
4. Beyer, B. K. (1987) Practical strategies for the teaching of thinking. Boston: Allyn and Bacon.
5. Brookfield, S.D. (1987) Developing critical thinkers. San Francisco: Jossey-Bass.
6. Chipman, S., Segal, J. and Glaser, R. (1985) Thinking and Learning Skills, Volume 2: Research and Open Questions. Hillsdale, New Jersey: Erlbaum.
7. Costa, A.L. and Lowery, L.F. (1990) Techniques for teaching thinking. Melbourne: Hawker Brownlow.
8. Ennis, R.H. (1989) "Critical Thinking and Subject Specificity: Clarification and Needed Research", Educational Researcher, 18 (3), 4-10.
9. Ennis, R.H., Millman, J. and Tomko, T.N. (1985) Cornell critical thinking tests level X and level Z. Pacific Grove, Ca.: Midwest Publications.
10. Finn, B. (1991) Young People's Participation in Post-compulsory Education and Training. Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.
11. Garrison, D.R. (1991) Critical thinking and adult education; a conceptual model for developing critical thinking in adult learners. International Journal of Lifelong Education. Vol 10, No 4, pp 287-303.
12. Hager, P. (1989) "Are the Skills of Critical Thinking/Logical Reasoning Transferable Across Disciplines?" in Jewell, P.D. (Ed.) Intermediate conclusions. Adelaide: Flinders University.
13. Hager, P. (1991) "The Critical Thinking Debate - Editorial Introduction", Educational Philosophy and Theory, Vol. 23, No. 1, pp. 1-6.

14. Hager, P. and Kaye, M. (1991) "Critical Thinking Ability and Teacher Effectiveness", Higher Education Research and Development, (forthcoming).
15. Kaye, M. and Hager, P. (1991a) "A Study of the Critical Thinking Skills of Vocational Teachers", Australian Journal of TAFE Research and Development, Vol. 6, No. 2, , pp. 19-29.
16. Lowery, L.F. (1990) Thinking and learning. Melbourne: Hawker Brownlow.
17. McPeck, J. E. (1990a) Teaching Critical Thinking. New York and London: Routledge.

Course Title: Child Development

Learning Outcomes:

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

1. understand the theoretical basis of child development and their application to educational settings
2. differentiate between the main cognitive, physical, social and emotional development norms and deviations from typical development
3. demonstrate an understanding of cognitive, physical, social, and emotional development of children in the developmental periods
4. demonstrate an understanding of how culture, family and school influence child development
5. describe dimensions of personality development and implications of personality patterns and disorders in diverse educational settings

Course Outline:

Unit 01: Introduction to Child Development

- 1.1. Overview of Child Development
- 1.2. Meaning and Nature of Development
- 1.3. Growth and Development
- 1.4. Inception of Educational provision for Young Children

Unit 02: Stages of Development & their Characteristics

- 2.1. Factors affecting child development
- 2.2. Diversity and The cognitive, physical, social/emotional development of children at each stage;
 - a) Prenatal development through birth and the newborn
 - b) Infant and toddler
 - c) Preschoolers
 - d) Early Primary
 - e) Middle Childhood
 - f) Adolescence
- 2.3. Language development at each stage:
 - a) Theories of language development
 - b) Approaches of language learning
 - c) Bilingual instruction

Unit 03: Special Needs of Children and Families

- 3.1. Individual developmental difficulties

- a) Learning disabilities
 - b) Development delays
 - c) Autism
 - d) Attachment disorder
- 3.2. Support and facilitation of full inclusion
- 3.3. Community support systems

Unit 04: Child Discipline and Guidance

- 4. 1. Role of a teacher in child development
- 4. 2. Corporal punishment
- 4.3. Intrinsic and extrinsic motivation
- 4. 4. Use of power
- 4. 5. Guidance techniques, classroom management
- 4.6. Planning the environment
- 4.7. Partnership with families and communities
- 4.8. Universal health precautions

Unit 05: Child Development: Teachers' Professionalism

- 5.1. Ethics and advocacy in early care and education
- 5.2. Confidentiality
- 5.3. Developmentally appropriate practices (DAP)
- 5.4. Communication skills with children and adults
- 5.5. Issues of play and environments in early childhood settings
- 5.6. Full inclusion (diverse cultures, ethnicity, genders, and ability levels, Linguistic).

Recommended Books:

1. Stassen Berger, K. (2002). *The Developing Person Through Childhood and Adolescence*(6/e). New York: Worth.
2. Santrock, J. (1999). *Children* (2/e). New York: McGraw Hill.
3. Bee, H. (1998). *The Growing Child* (2/e). Upper Saddle River: NJ: Addison Wesley.
4. Berk, L. (1998). *Infants, Children and Adolescence*. Upper Saddle River, NJ: Allyn Bacon.
5. Essa, E (1998) *Introduction to Early Childhood Education*, New York: Delmar Publishing
6. Wasson L. E. (1998) *Beginnings and Beyond*, New York: Dorrance Publishing
7. Bredekamp S. and Copple C. (1997) *Developmentally Appropriate Practice*, New York: NAEYC (National Association for the Education of Young Children)
8. Herr, J. (2002) *Working With Young Children*. Tinley Park, IL: Goodheart-Wilcox.
9. Herr, J. (2002) *The Observation Guide*. Tinley Park, IL: Goodheart-Wilcox.

10. Herr, J. (2002) *Student Activity Guide*. Tinley Park, IL: Goodheart-Wilcox.
11. Bredekamp, S. (Ed.). (1997) *Developmentally Appropriate Practices*. Washington, DC:
12. Taylor, B. (1986) *A Child Goes Forth* (6/e). Upper Saddle River, NJ: Prentice Hall
13. Mayesky-Holroyd, M. (2001) *Creative Activities for Young Children*. Florence, KY:Delmar Learning.
14. Coughlin, P. (1997) *Creating Child-Centered Classrooms*. Washington, DC: Children's Resources International.
15. Charner, K. (Ed.). (1996) *The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6*. Beltsville, MD: Gryphon House.
16. Hendrick, J. (2000) *Whole Child*. (7/e). Florence, KY: Delmar Learning.
17. Hendrick, J. (2000) *Total Learning* (5/e). Florence, KY: Delmar Learning.
18. Joan, P. Iserberg, E.D.O.Marry Renck, Jalongo, Ph.D. Individualize Teaching in Early Children Education, (A course for ECE Faculty) 2005, Children Resource's International, Islamabad
19. Assessing Children's Development Through Observation, Children Resource's International, Islamabad

Other Resources:

Isenberg, J. P. & Jalongo, M. R. (1997) Individualized Teaching in Early Childhood Teaching

Course Title: Teaching and Learning Strategies

Learning Outcomes:

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

1. Examine the role of teacher
2. Generate awareness of the different classroom teaching-learning strategies
3. Use various teaching learning strategies for effective classroom learning
4. Develop appropriate lesson plan according to the nature of the subject matter
5. Use various teaching aids for effective teaching learning activities
6. Assess students' learning in the class and improve his/her teaching in the light of feedback

Course Outline:

Unit 01: Teacher's Role in Conducive Learning Environment

- 1.1 Facilitator
- 1.2 Guide/Counselor
- 1.3 Instructor
- 1.4 Leader

Unit 02: Approaches to Teaching

- 2.1. Teacher-led Approaches
 - 2.1.1 Lecture
 - 2.2.2 Demonstration
 - 2.2.3 Lecture-cum-Demonstration
- 2.2. Child-Centered Approaches
 - 2.2.1 Group work / Discussion
 - 2.2.2 Inquiry (Problem solving, discovery)
 - 2.2.3 Use of ICT
 - 2.2.4 Questioning

Unit 03: Planning and Managing Teaching

- 3.1 Need for planning
- 3.2 Daily, weekly and yearly plans
- 3.3 Lesson planning
- 3.4 Effective lesson presentation strategies

Unit 04: Use of Teaching Aids

- 4.1 Role of teaching aids in classroom teaching learning process
- 4.2 Selection and use of appropriate teaching aids
- 4.3 Kinds of teaching aids
 - 4.3.1 Electronic (Radio, TV, Projectors and Computer)
 - 4.3.2 Non-electronic (Boards, Charts, Models, Posters etc.)
 - 4.3.3 Print (Books, Journals, Newspapers, and Magazines etc.)

Unit 05: Techniques of Assessing Students' Learning

- 5.1 Classroom observations (Checklist / Rating scales)
- 5.2 Portfolio
- 5.3 Anecdotal record

Recommended Books:

1. Ornstein, A.C. (1990) *Strategies for Effective Teaching*. Harper Collins.
2. *Child-Centred Curriculum* (Unit III), Children Resources International (2004). Islamabad
3. *Assessing Children's' Development through Observations* (Chapter II). Children Resources International (2004), Islamabad

Course Title: Sociological and Cultural Issues

Learning Outcomes:

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

1. Understand the concept and role of culture in promoting educational and social values
2. Understand the process of socialization in rural and urban settings
3. Understand the role of language in shaping cultural identity and understand the role of language policy in the creation of national identity
4. Discuss social stratification in Pakistan and consequences for education
5. Evaluate the educational impact of social institutions: family, media, neighborhood

Course Outline:

Unit 01: Expansion of Educational Opportunity

- 1.1 Education as the right of every child
- 1.2 Challenge of universal literacy
- 1.3 Gender and literacy
- 1.4 Literacy and the rural/urban disparity

Unit 02: Diversity of Schools

- 2.1 Madrassah versus main stream schools
- 2.2 The public sector schools
- 2.3 The variety of private schools
- 2.4 Rural and urban schools

Unit 03: Education and Economic Issues

- 3.1 Human resource development and quality assurance
- 3.2 Socio economic implications of increasing population
- 3.3 Multi-grade teaching
- 3.4 Student teacher ratio

Unit 04: Education and National Identity

- 4.1 Education – promotion of consensus or conflict
- 4.2 The medium of instruction
- 4.3 Student activities and youth culture
- 4.4 Media and national consciousness

Unit 05: Education and the future

- 5.1 Globalization
- 5.2 Information technology
- 5.3 Environmental issues
- 5.4 Education and changing job market

Course Title: Classroom Assessment

Learning Outcomes:

After studying this course, the prospective teachers will be able to:

1. Understand the concept and nature of assessment
2. Differentiate between standardized and classroom tests
3. Integrate objectives with assessment and evaluation
4. Develop and analyze test items of different cognitive abilities
5. Understand different alternative classroom assessment techniques
6. Interpret test scores and results of other assessment techniques

Course Outline:

Unit 01: Concept of Classroom Assessment

- 1.1 Distinction between assessment, evaluation, measurement and test
- 1.2 Purpose of assessment and evaluation
- 1.3 Comparison between standardized and classroom test
- 1.4 Individual and group assessment

Unit 02: Designing Learning Outcomes

- 2.1 Cognitive domain
- 2.2 Affective domain
- 2.3 Psychomotor domain

Unit 03: Achievement Tests

- 3.1 Characteristics of a good test
- 3.2 General guidelines for test construction (rules, table of specification etc.)
- 3.3 Types of test items
 - a) Selection type test items
 - b) Supply type test items

Unit 04: Test Administration and Analysis

- 4.1 Assembling and administering the test
- 4.2 Issues of cheating
- 4.3 Scoring objective type and subjective type items
- 4.4 Item analysis

Unit 05: Interpreting Test Scores

- 5.1 Percentile
- 5.2 Percentage
- 5.3 Ordering and ranking
- 5.4 Frequency distribution
- 5.5 Measures of central tendency (mean, median and mode)
- 5.6 Pictorial form (graph, polygon, histogram)

Unit 06: Grading and Reporting Results

- 6.1 Concept of grading – need and importance
- 6.2 Types of grading
- 6.3 Reporting results to different stakeholders

Recommended Books:

1. Smith, Methods of educational measurement, D. New Delhi: Commonwealth, 2005.
2. Kubiszyn , Tom, Educational testing and measurement: classroom application and practice. United states: john Wiley & sons, Inc. 2003.
3. Evolution and Development of School Educations by James William .New Delhi: anmol publications, 2005.
4. Smith, D History of Measurement and Evaluation. New Delhi: Commonwealth, 2005.
5. Kumari, Sarita Education Assessment, Evolution and Remedial. ISHA books, 2005
6. Trends in Measurement and Evaluation Techniques by George, David. New Delhi: Commonwealth, 2003.
7. Smith, D, Theory of Educational Measurement. New Delhi: Commonwealth, 2005.
8. Ebel, Robert Essentials of Educational Measurement. Prentice hall, India: 2004
9. Swain, Sanjaya, Educational Measurement, Statistics and guidance. kalyani publications, 2005.
10. Freeman, Richard, Planning and implementing Assessment. New York: Rout ledge Flamer. 2004
11. Reeves, Douglas. B, Assessing educational leaders. United states: Crown press, 2004

Course Title: Philosophy of Education

Learning Outcomes:

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

1. Understand the meaning of the term Philosophy
2. Understand the subdivisions of philosophy, how they are defined, and how do they reflect their own beliefs and their teaching about truth and values.
3. Understand the leading philosophies and theories of education
4. Understand whether they (the teachers) have certain philosophies and theories present in their educational experiences?
5. How these philosophies help them examine their beliefs about knowledge, their practice of ethical values in the school and class room?
6. How philosophies and theories of education influence curriculum and teaching and learning in schools, including what the curriculum claims is true, methods of instruction, teachers' ethical relationship with students, and with each other, and attitudes toward cultural, ethnic and religious diversity.

Course Outline:

Unit 01: Philosophy

- 1.1 Definition and scope of philosophy
- 1.2 Metaphysics, Epistemology, Axiology, Logic: Deductive logic, Inductive logic

Unit 02: Western Philosophies of Education

- 2.1 Idealism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Plato
- 2.2 Realism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Aquinas, Aristotle, Bacon, Locke
- 2.3 Naturalism: Its metaphysics, epistemology, axiology, educational implications Proponents: Rousseau
- 2.4 Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey
- 2.5 Postmodernism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Derrida, Foucault

Unit 03: Muslim Philosophical Perspective on Education

- 3.1 Imam Ghazali
- 3.2 Ibne-Khaldun
- 3.3 Shah waliullah
- 3.4 Sir Syed Ahmed Khan
- 3.5 Allama Iqbal

Unit 04: Theories of Education:

- 4.1 Progressivism (rooted in pragmatism): Aims, Curriculum, Educational Implications. Proponents: Dewey, Kilpatrick, Parker, Washburne
- 4.2 Critical Theory rooted in neo Marxism and postmodernism): Aims, Curriculum, Educational Implications. Proponents: McLaren, Giroux
- 4.3 Perennialism (rooted in realism): Aims, Curriculum, Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain
- 4.4 Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley, Bestor, Conant, Mor

Unit 05: Role of Values in Education

- 5.1 Definition, meaning, and kinds
- 5.2 Identification and importance of social and moral values
- 5.3 Teaching of social and moral values through education
- 5.4 Role of religious values in individual and social life.

Recommended Books:

1. Ornstein, Allan C. (2006). Foundations of Education. Houghton Mifflin Company: New York.
2. Elias, John L. & Merriam, Sharan (1984). Philosophical foundations of education. Krieger Publishing Company. Malabar, Florida.
3. Rousseau, Jean Jacques. Emile
4. Heslep, Robert D. Philosophical Thinking in Educational Practice (Westport, Conn,; Praeger Publishers).
5. Gutek, Gerald L. Philosophical and Ideological Perspectives on Education, 2nd ed. (Boston, Allyn and Bacon, 1997).
6. Dewey, John. The Child and the Curriculum. (New York: Macmillan, 1916)
7. Arthur Zilversmith, Changing Schools: Progressive Education Theory and Practice, 1030-1960 (Chicago: University of Chicago Press, 1993).
8. Giroux, Henry A. and McLaren, Peter L. eds; Critical Pedagogy, the State, and the Cultural Struggle.(New York: State University of New York Press, 1989)
9. William, E. Doll, Jr. A Postmodern Perspective on Curriculum (New York: Teachers College Press, 1993)
10. Freire, Paulo: Pedagogy of the oppressed

Internet Resources

[Http://www.islamicity.com/mosque/ihame/Sec5.htm](http://www.islamicity.com/mosque/ihame/Sec5.htm) (09/25/2003)

www.utm.edu/research/iep The Internet Encyclopedia of Philosophy

Course Title: Curriculum Development

Learning Outcomes:

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

1. understand the concept of curriculum
2. aware about the process of curriculum development in Pakistan
3. examine the elements/components of curriculum development
4. differentiate between different types of Curriculum
5. write curriculum objectives in behavioral terms
6. review the critical issues, problems and trends in curriculum development critically the understand contemporary ideological and pragmatic trend in Curriculum

Course Outline:

Unit 01: Introduction to Curriculum

- 1.1 The need for Curriculum Development
- 1.2 Various forms of Curriculum
- 1.3 Elements of Curriculum: Objectives, Content, Teaching Methods and evaluation.

Unit 02: Foundations of Curriculum

- 2.1 Philosophical
- 2.2 Historical
- 2.3 Psychological

2.4 Sociological

Unit 03: Curriculum: Aims, Goals and Objectives

- 3.1 Distinction between aims, goals & objectives
- 3.2 Taxonomies of educational objectives
- 3.3 Issues in curriculum objectives

Unit 04: Types of Curriculum

- 4.1 Subject-based
- 4.2 Activity-based
- 4.3 Teacher-centered
- 4.4 Student centered
- 4.5 Hidden curriculum

Unit 05: Process of Curriculum Development in Pakistan

- 5.1 Curriculum development at elementary and secondary level
- 5.2 Curriculum development at higher level
- 5.3 Curriculum revision and role of HEC
- 5.4 Role of teacher in curriculum development process at various levels

Recommended Books:

1. Beane I.A, Toefler C.F & Alessi S.J (1986) *Curriculum Planning & Development*. Boston and Bacon
2. Farooq, R.A. (1993) *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
3. Kelley A.V (1999) *The Curriculum: Theory and Practice*. London. Paul Chapman.
4. MC Neil J.D (1990) *Curriculum: A Comprehensive Introduction*, (4th Edition). Los Angeles: Harper Collins
5. Murray P. (1993) *Curriculum Development & Design*, 5th Edition,
6. Sharma R.C (2002) *Modern Methods of Curriculum Organization*. New Delhi:

Course Title: Contemporary Issues and Trends in Education

Learning Outcomes:

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
- 8 consider the educational impact of the medium of instruction in the school

Unit 01: Education as a Complex Enterprise

- 1.1 Diversity of aims and approaches in education.
- 1.2 Variety of philosophical approaches to education.
- 1.3 Education in different periods and societies

Unit 02: Madrassah Education

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

Unit 03: Universal Literacy

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

Unit 04: Gender Disparity

- 4.1 Concept of gender equality
- 4.2 Factors affecting the status and role of women
- 4.3 Steps towards reducing gender disparity.

Unit 05: Teaching as a Career

- 5.1 Relevance of education to market
- 5.2 Human resource development through education
- 5.3 Aspiration for a better socio-economic status among teachers

Unit 06: Environmental Awareness

- 6.1 Types of pollution
- 6.2 Causes of pollution
- 6.3 Environmental education.

Unit 07: Privatization of Education

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

Unit 08: Information in Education

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

Recommended Books:

1. Badran, M. (2005). The Gender of Islam, Published by Al-Ahram Cairo.

2. Haltak, J. (1990). Investing in the Future, Setting Educational Priorities in the Developing World, Paris, UNESCO.
3. Hetman, Francois (1973). Society and Assessment, Organization for Economic Cooperation and development.
4. Hunt, Elgin F., and Karlin, Jules (1969). Society Today and Tommorrow, Collier-McMillan Limited, London.
5. Horton, Paul and Hunt, Chester L. (1976). Sociology, International Student Edition, McGraw-Hill Kogakusha L.T. D.
6. Modhukar Indira (2003). Changing Demands of Technical and Vocational education, Annual Publication New Delhi.
7. Mohantry, Jagannath. Primary and Elementary education, Deep & Deep Publication Private Ltd.
8. Pakistan, Govt: (2003). Education for All, Ministry of Education Curriculum Wing Islamabad.
9. Rao, V. K. (2004). Population Education efficient Printer, New Delhi.
10. Sylvester, C. (1994). Feminist Theory and International Relation, in Post Modern Era, Cambridge University Press.
11. Usmani, B. D (2004). Women Education in 21 Century Annual publication, New Delhi.
12. UNESC, Pakistan (2004). Quality of education in Pakistan, UNESCO Office, Blue Area Islamabad.
13. Walt, S. (1992). The Renaissance of Security Students, New York. Colombia Press.
14. W. H. O. (2005). Emerging Issues in Water and Infections, U.N.O.
15. Zenotti, B and Patriarchy, A. (1982). A State of War, New Society Publishers, Philadelphia.

Course Title: Educational Research

Learning Outcomes:

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

1. understand the meaning, need and importance of research
2. understand the basic concepts of research
3. review the relevant literature and to be able to identify the problems and formulate the research questions
4. distinguish between different types of researches and their underlying assumptions and hypotheses
5. design small scale research projects
6. understand the major characteristics of research (ethics, validity, reliability, generalization, standardization)
7. use the basic techniques for data analysis (both qualitative and quantitative)
8. distinguish between research proposal and research report
9. write a research report

Unit 01: Introduction to Research

- 1.1 Concept of research: Definition, need and scope
- 1.2 Characteristics and significance of educational research

- 1.3 Scientific method and research
- 1.4 Ethical considerations in research

Unit 02: Classification of Research

- 2.1 Research by purpose: Basic, applied and action research
- 2.2 Research by method:
 - Experimental research,
 - Non-Experimental Research: Historical, descriptive, comparative and co-relational
- 2.3 Qualitative and quantitative research

Unit 03: Identification of the Problem

- 3.1 Identification and importance of problem
- 3.2 Sources of the problem
- 3.3 Refining and stating the problem

Unit 04: Variables and Hypothesis

- 4.1 Identification and types of variables in research
- 4.2 Transformation of objectives into hypothesis and research questions
- 4.3 Hypothesis- conceptual understanding and its types
- 4.4 Formulation of hypothesis

Unit 05: Steps in Research Process

- 5.1 Population and selection of sample
- 5.2 Sampling techniques –Instrumentation
- 5.3 Selection and development of research tools
- 5.4 Validation of research tools

Unit 06: Literature Review

- 6.1 Significance/importance of literature review in research
- 6.2 Sources of literature review (General References, Primary Sources, and Secondary Sources)
- 6.3 Citations/text references
- 6.4 Computer application in researching relevant literature

Unit 07: Analysis and Interpretation of Data

- 7.1 Processing of data
- 7.2 Presentation of data
- 7.3 Data analysis techniques
- 7.4 Findings, conclusions and recommendations

Unit 08: Research Proposal and Research Report

- 8.1 Preparing a research proposal
- 8.2 Writing a research report
- 8.3 Distinction between a research proposal and a research report/thesis

Recommended Books:

1. Allan, G. and Skinner, C. (1991). *Handbook for research students in social sciences*. London: Routledge

2. Best, J.W (2005). *Research Methods in Social Sciences*.
3. Bryman, A. and Cromer, D. (1994). *Quantitative data analysis for social scientist*, revised edition London: Routledge
4. Cohen, L. and Marion, L.C. (1989). *Research methods in education*. London: Routledge.
5. Creswell, J.W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.
6. Frankel, J.R. and Wallen, N.E (2000) How to design and evaluate research in education. USA: McGraw Hill Co.
8. Gay, L.R. (1996). *Educational Research for analysis and application*. New York. McMillan Publishing Co.
9. Hart, C. (2000). *Doing a literature review*. London: Sage.
10. Kemmis, S., McTaggart, R. & Retallick, J. (1998). *The action research planner*. (2nd Ed.). Karachi: Aga Khan University, Institute for Educational Development Karachi.
11. Muijs, D. (2004). *Doing quantitative research in Education with SPSS*. London: Sage.

Course Title: Research Project & Report Writing

Learning Outcomes:

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

1. identify different styles of referencing, citation and presentation of research work
2. write a research proposal
3. understand the requirements of research
4. choose a relevant and appropriate methodology for their research work

Course Outline:

Unit 01: Review of Basic Research Methods

- 1.1. Qualitative Research Method
- 1.2. Quantitative Research Method

Unit 02: Identification of Potential Resources

- 2.1. Literature Review
- 2.2. Data Sources

Unit 03: Preparation and Presentation of Proposal

- 3.1. Title Page
- 3.2. Introduction
- 3.3. Background
- 3.4. Literature Review
- 3.5. Methodology

Unit 04: Bibliography and References

- 4.1. Chicago Manual of Style

Recommended Books

1. Olive, Poul. Writing Your Thesis; Vistaar publication, 2004.
2. Muhammad Rasheed. Educational Research. National book foundation. 2001
3. Mcleod, John. Doing Counseling Research; Sage publications.1995.
4. Leary, Zina O. The Essential Guide To Doing Research. Pak books. 2004
5. Opive, Clive. Doing Educational Research; Vistaar publications. 2004.
6. Hart, Chris. Doing Your Masters Dissertation; Vistaar publications. 2005
7. Babie, Earl, The Practice Of Social Research. Had worth, 2000.
8. Agerwal, Modern Educational Research, L P. 2005
9. Pandey, V C. Educational Research. anmol publications.
10. Educational Research by Qurashi, Muniruddin .Anmol pub, 2003.
11. Mishra, An Introduction To Educational Research, Bhawra. sumit ent . 2003
12. Sharma, Bharti. Methodology of Educational Research. Vohra publications ,2003
13. Bennell, Judith. Evolutional Methods in Research. Continuum , 2003

Course Title: Inclusive Education

Learning Outcomes:

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

1. Understand the nature of inclusion in terms of inclusive education
2. Become aware of the include strategy
3. Examine the different models of inclusion used for enhancement of learning
4. Apply variety of adaptations and teaching strategies in coping with learning disabilities
5. Find out the role of community in establishing effective partnership with schools

Course Outline:

Unit 01: Introduction

- 1.1 Definition and Concept of Inclusion
- 1.2 Benefits of Inclusion
- 1.3 Supporting Inclusion
- 1.4 Issues and Challenges of Inclusive education

Unit 02: Include Strategy

- 2.1 (I) = Identify Classroom Environmental, Curricular, and Instructional Demands
- 2.2 (N) = Note Student Learning Strengths and Needs
- 2.3 (C) = Check for Potential Areas of Student Progress
- 2.4 (L) = Look for potential problem Areas
- 2.5 (U) = Use Information gathered to brainstorming instructional adaptations

2.6 (D) = Decide which adaptations to Implement

2.7 (E) = Evaluate Student Progress

Unit 03: Models of Inclusion

3.1 Programs where Students Receive Intervention in Special Education Settings

3.1.1 Special Class Approach

3.1.2 Resource Room Model

3.2 Programs where Students Receive Education in General Education Classroom

3.2.1 Regular Education Initiative

3.2.2 Inclusion

3.3 Methods to Enhance Inclusion of Students with Disabilities

Unit 04: Adaptations Necessary for Inclusion

4.1 Student with Low-Incidence Disabilities

4.1.1 Students with Moderate, Severe, or Multiple Disabilities

4.1.2 Students with Sensory Impairments

4.1.3 Students with Physical or Health Disabilities

4.1.4 Students with Autism

4.2 Students with High-Incidence Disabilities

4.2.1 Students with Communication Disorders

4.2.2 Students with learning and Behavioral Disabilities

4.3 Other Students with Special Needs

4.3.1 Attention Deficit/Hyperactivity Disorder (ADHD)

4.3.2 Gifted and Talented Students

4.3.3 Students who are Culturally Diverse (Cultural Diversity)

4.3.4 Students at At-Risk

Unit 05: Analyzing Instructional Environment

5.1 Organization of Inclusive Classroom

5.2 Group Formation for all Students for Instruction in Inclusive Classroom (Grouping and Team Work)

5.3 Instructional Material for Inclusive Classrooms

5.4 Instructional Methods in relation to Student Needs

Unit 06: Community and School Improvement

6.1 Parent / family Involvement

6.2 Experts Involvement

6.3 Social Agencies Involvement

Recommended Books:

1. Allen, K E and Schwartz, I S (1996). *The Exception Child: Inclusion in Early*
2. *Childhood Education*. Albany, New York: Delmar Pub. Co.
3. Friend, M and Bursuck, W (1996). *Including Students with Special Needs: A*

4. *Practical Guide for Classroom Teachers*. Boston: Allyn and Bacon.
5. Smith, T.E.C. et al. (1995). *Teaching Students with Special Needs in Inclusive Settings*. Boston: Allyn and Bacon.
6. Daniels, E.R. and Stafford, K. (2002), *Creating Inclusive Classrooms*, Children Resources International Islamabad.
7. Coughlin, P.A. (2004), *School and Family Partnership*, Children's Resources International, Islamabad
8. UNESCO (1993), *Help in Classroom, Special Needs in the Classroom*. Teachers Education Resource Pack, Paris, UNESCO

Course Title: Comparative Education

Learning Outcomes:

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

1. Describe the meaning and significance of comparative education
2. Compare the education systems of selected developed countries
3. Compare the education systems of selected developing countries
4. Analyze critically the education system of Pakistan

Course Outline:

Unit 01: Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education

Unit 02: Elements of Comparative Education (Both qualitative and quantitative dimensions)

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03: Comparative View of Systems of Education in Pakistan

- 3.1 Private and public
- 3.2 Madrassah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04: Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05: Comparative Education in Developing Countries

- 5.1 India
- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

Unit 06: Global Issues in Comparative Perspective (focusing developing countries)

- 1.6 Quality education
- 1.7 Education For All
- 1.8 Recruitment of teachers at elementary and secondary levels
- 1.9 Admission procedure at higher education level.

Recommended Books:

1. Isani, and Virk, M.L. (2006) *Higher Education in Pakistan*. Islamabad: National Book Foundation.

Course Title: School Management

Learning Outcomes:

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

1. Understand the concept of organization and management with respect to school education.
2. Understand the concept of school discipline and factors affecting school discipline
3. Identify the need and importance of effective school management
4. Identify the major indicators for effective planning
5. Organize school activities effectively (curricular and co-curricular)
6. Manage to exploit the best use of resources available.
7. Understand maintaining various registers of school record
8. Know the basic rules of leave, pay and allowances, E & D, codes of ethics

Course Outline

Unit 01: School Organization and Management

- 1.1 School Organization
 - 1.1.1 Concept of school organization meaning, scope and principles
 - 1.1.2 Organization of school and community partnership
- 1.2 School Management
 - 1.2.1 Meaning / Definition of management
 - 1.2.2 Basic elements of management
 - 1.2.3 Process of management

Unit 02: Resource Management

- 2.1 Human resources
- 2.2 Physical resources
- 2.3 Financial resources

- 2.4 Information and learning resources (Library, AV Aids and instructional material)

Unit 03: Approaches to Management Leadership

- 3.1 Democratic
- 3.2 Autocratic
- 3.3 Lauzis-faire
- 3.4 Qualities of head teacher

Unit 04: School Policies

- 4.1 Rules regarding appointment, leaves, pay and allowances.
- 4.2 Efficiency & Discipline rules
- 4.3 Terms of reference of various personals in the school
- 4.4 Code of ethics

Unit 05: School Records

- 5.1 Attendance register
- 5.2 Leave register
- 5.3 Stock register
- 5.4 Cash register (fee, different kind of funds)
- 5.5 Personal files of teachers and other staff
- 5.6 Other academic record (students result, staff meetings etc.)

Unit 06: Administrative Structure of School System

- 6.1 Organization of education at federal and provincial levels
- 6.2 Administration of educational agencies
- 6.3 School administration under devolution plan at district levels

Recommended Books:

1. Afridi, A. (1998). *School organization*: Ijaz Publishers.
2. Bovee, C.L. et al. (1995). *Management*. International Edition. New York: McGraw Hill, Inc.
3. Burden, R.P. (1995). *Classroom management and discipline: Methods to facilitate cooperation instruction*. New York: Longman.
4. Bush, T.B. et al. (1999). *Educational management: Re-defining theory, policy and practice*. London: Longman.
5. Farooq, R.A. (1994). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
6. Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.
7. School And Family Partnership, 2004, Children's Resources International, Islamabad

Course Title: Society, School and Teacher

Learning Outcomes:

After completion of the course, the student will be expected to:

1. Understand relation between school and society
2. Know the process of socialization and social development
3. Identify the social factors affecting education
4. Know the role of teachers and school in socialization of student and development of society

Unit 01: Society

- 1.1 Definition of society
- 1.2 Structure and function of society
- 1.3 Individual and society
- 1.4 Status and role
- 1.5 Social interaction

Unit 02: Society and Culture

- 1.1 Meaning of culture
- 1.2 Characteristics of culture
- 1.3 Cultural diversity
- 1.4 Culture of Pakistan society
- 1.5 Elements of Pakistani culture
- 1.6 Role of education in promoting culture

Unit 03: Group and Group Dynamics.

- 3.1 Meaning of group
- 3.2 Group dynamics
- 3.3 Types of social groups
- 3.4 Individual behavior and group behavior
- 3.5 Role of school and teacher in molding individual and group behavior

Unit 04: Socialization

- 4.1 Meaning and aims of socialization
- 4.2 Agencies of socialization
- 4.3 Stages of social development
- 4.4 Role of school in socialization
- 4.5 Teacher as role model

Unit 05: Social Institutions

- 5.1 Definition of social institutions
- 5.2 Types of social institutions
 - 5.2.1 The family
 - 5.2.2 Economic institutions
 - 5.2.3 Religious institutions
 - 5.2.4 Political institutions
 - 5.2.5 Educational institutions
 - 5.2.6 Play and recreational institutions

Unit 06: Social Control

- 6.1. Definition
- 6.2. Social deviation and tolerance
- 6.3. Methods of social control
- 6.4. Role of school and teacher in developing social control

Unit 07: Teacher, School and Community

- 7.1. Relationship between school and society
- 7.2. Effects of school on community
- 7.3. Effects of community on school
- 7.4. A critical analysis of social role of school and teachers in Pakistani society

Recommended Books:

1. Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Urdu Bazar, Lahore
2. Horton, Paul, B. (1984), Sociology and Hunt, Chest, T., Sociology, McGraw Hill Ltd.
3. Tagga, Abdul Hamid, School, Maashra Owar Ustad.
4. Sarwar, Ghulam Rana, School, Maashra owar Ustad.
5. Pamela, A. Coughin, School and Family Partnership, (2004), Children Resource International, Islamabad
Hafeez, Sabiha. Pakistani Society.

APPENDIX – A

Course Description of Optional Courses

Course Title: Teaching Of Physics

Learning Outcomes:

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

1. Describe the nature, history and development of Physics.
2. Develop skills of teaching Physics.
3. Acquire skills and competencies required for teaching of Physics.
4. Know and use techniques and strategies of teaching Physics in classroom.
5. Make effective use of instructional material in classroom teaching.
6. Properly plan the practical work for effective teaching of Physics.
7. Know and apply evaluation techniques.

Course Outline

Unit 01: Introduction

- 1.1 Nature of Physics
- 1.2 Educational value of Physics
- 1.3 Use of Physics in every day life
- 1.4 Correlation of Physics with other subjects

Unit 02: A.V. Aids in Teaching of Physics:

- 2.1 Structural / Non Structural Material
- 2.2 Practical use of Teaching Material

Unit 03: Lesson Planning in Physics:

Unit 04: Teaching Methods:

- 4.1 Demonstration Method
- 4.2 Lecture Method
- 4.3 Discussion Method
- 4.4 Project Method

Unit 05: Teaching Approaches and Strategies

- 5.1 Teaching approaches
 - a) Problem solving
 - b) Enquiry Technique
 - c) Creative Technique
- 5.2 Teaching strategies
 - a) Activities in Physics teaching
 - b) Planning or Practical activity

Unit 06: Laboratory use and Management:

- 6.1 Importance of Laboratory in teaching of Physics
- 6.2 Laboratory Management and safety.

Unit 07: Measuring achievements of Physics

- 7.1 Preparation of different types of test
- 7.2 Using tests and interpreting the result
- 7.3 Assessment through practical examination

Recommended Books:

1. Amos; Teaching Science in Secondary School – A Reader (2002)
2. Nayak; Teaching of Physics (2004)

Course Title: Teaching of Chemistry**Learning Outcomes:**

All the end of the course the students will be able to;

1. Describe the nature, history and development of Chemistry.
2. Develop skills of teaching Chemistry.
3. Acquire skills and competencies required for teaching of Chemistry.
4. Know and use techniques and strategies of teaching Chemistry in classroom.
5. Make effective use of instructional material in classroom teaching.
6. Make effective use of glass wares and chemicals in laboratory.
7. Know and apply evaluation techniques

Course Outline:**Unit 01: Introduction**

- 1.1 Origin and nature of Chemistry
- 1.2 Educational value of Chemistry.
- 1.3 Use of Chemistry in daily life.
- 1.4 Correlation of Chemistry with other subjects.
- 1.5 Use of Chemistry in different vocations.

Unit 02: Laboratory Management

- 2.1 Safety importance of laboratory.
- 2.2 Safety measures during experiments.
- 2.3 Proper use of glass wares.
- 2.4 Proper use of chemicals.
- 2.5 Integration of Laboratory work with classroom teaching.

Unit 03: Lesson Planning in Chemistry**Unit 04: Teaching Methods**

- 4.1 Demonstration Method.
- 4.2 Project Method.
- 4.3 Discovery Method.
- 4.4 Synthetic Method.
- 4.5 Discussion Method.
- 4.6 Lecture Method.

Unit 05: Teaching Aids.

- 5.1 Need and importance of teaching aids.
- 5.2 Types of teaching aids.
- 5.3 Principles for using teaching aids.

Unit 06: Teaching approaches and strategies

- 6.1 Problem solving
- 6.2 Enquiry techniques

- 6.3 Creativity
- 6.4 Practical activities

Unit 07: Measuring Achievements in Chemistry

- 7.1 Preparation of different types of tests in Chemistry
- 7.2 Assessment through practical examination

Unit 08: Contents appropriate to the stage level

Recommended Books:

1. Hassard Jack, (1992) *Minds of Science: Middle and secondary methods*, New York: Harper Collins Publishers.
2. Postlethwaite Keitte, (1993) *Differentiated Science Teaching*, Philadelphia: Open University Press.
3. Levinson, Ralph; *Teaching Science*, London; Open University Press.
4. Harlen Wymine, (1992) *Teaching of Science*, London, David Falton Publishers.
5. Monier Martin (Ed.) (1995) *Learning to Teach Science*, London, Falmer Press.

Course Title: Teaching of Biology

Learning Outcomes:

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

- 1 understand the fundamentals of Biology
- 2 develop the skills of effective teaching of Biology
- 3 make effective use of instructional material in classroom teaching
- 4 develop a lesson plan and teach accordingly
- 5 know and apply evaluation techniques

Course Outline:

Unit 01: Introduction

- 1.1 Nature of Biological concepts.
- 1.2 Historical Development of Biology educations.
- 1.3 Process of Biology.
- 1.4 Problems faced by the teachers during teaching of Biology.
- 1.5 Contemporary trends and approaches in teaching of Biology.

Unit 02: Teaching Approaches and Strategies

- 2.1 Teaching Approaches:
- 2.2 Problem solving.
- 2.3 Inquiry techniques.
- 2.4 Creativity
- 2.5. Teaching strategies.
- 2.6 Scope and purpose of activities in the teaching of Biology.
- 2.7 The nature of school.

2.8 Planning a practical activity.

Unit 03: Teaching Aids

- 3.1 Need and importance of teaching aids.
- 3.2 Types of teaching aids.
- 3.3 Principles for using teaching aids.
- 3.4 Preparation of specimen and skeleton.
- 3.5 Museum and herbarium, biological garden.
- 3.6 Individualized instruction.
- 3.7 Awareness and use of local resources.

Unit 04: Instructional Objectives

- 4.1 Criteria of formulating objectives:
- 4.2 Practicability.
- 4.3 Attainability.
- 4.4 Universality.
- 4.5 Psychological soundness.
- 4.6 Significance of objectives
- 4.7 Objectives of teaching of Biology
 - (a) General.
 - (b) Specific.
 - (c) Behavioral.

Unit 05: Teaching Methods

- 5.1 Lecture method
- 5.2 Demonstration Method
- 5.3 Project method
- 5.4 Other innovative methods

Unit 06: Measuring achievements in Biology

- 6.1 Preparation of different types of tests in Biology
- 6.2 Assessment through practical examination

Unit 07: Lesson Planning in Biology

Recommended Books:

1. Hassard Jack, (1992) *Minds of Science: Middle and secondary methods*, New York: Harper Collins Publishers.
2. Postlethwaite Keitte, (1993) *Differentiated Science Teaching*, Philadelphia: Open University Press.
3. Levinson, Ralph; *Teaching Science*, London; Open University Press.
4. Harlen Wymine, (1992) *Teaching of Science*, London, David Falton Publishers.
5. Monier Martin (Ed.) (1995) *Learning to Teach Science*, London, Falmer Press.

Course Title: Teaching of Mathematics

Learning Outcomes:

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

1. Describe the nature, history and development of mathematics at secondary level in Pakistan
2. Acquire the skills and competencies required for the teaching of mathematics at secondary level
3. Apply effectively the various methods of teaching mathematics
4. Know and use techniques and strategies of teaching mathematics at secondary level
5. Make and use teaching aids effectively

Course outline:

Unit 01: Introduction

- 1.1 Nature of mathematics.
- 1.2 Place of mathematics in secondary school curriculum.
- 1.3 Educational value of mathematics
- 1.4 Use of mathematics in every day life.
- 1.5 Use in the study of other subjects.
- 1.6 Use of math in different vocations.
- 1.7 Aesthetic / cultural value.

Unit 02: Methods of Teaching Mathematics:

- 2.1 Inductive Method.
- 2.2 Deductive Method.
- 2.3 Analytic method
- 2.4 Synthetic Method.
- 2.5 Heuristic Method.
- 2.6 Project Method.
- 2.7 Problem Solving Method.

Unit 03: Techniques of Teaching Mathematics

- 3.1 Oral work, written work, assigned work.
- 3.2 Discussions/ Group work.
- 3.3 Drill and practice.
Forms of classrooms organization (whole class, small group, individual work)

Unit 04: Teaching Aids and Mathematics Laboratory

- 4.1 Importance of teaching aids in mathematics teaching.
- 4.2 Some important modern teaching aids for mathematics including computer.
- 4.3 How to set up a mathematics laboratory in school.
- 4.4 How to use teaching aids and mathematics laboratory.
- 4.5 Use of inexpensive materials (from classrooms and surroundings) for teaching of mathematics.
- 4.6 Activities in mathematics (educational trips, preparation of materials etc)

Unit 05: Measuring Achievements in Mathematics

- 5.1 Preparation of different type of tests in mathematics.
- 5.2 Using tests for diagnostic purpose.
Interpreting test results.

Unit 06: Planning Mathematics Learning

- 6.1 Importance of planning in teaching.
- 6.2 Planning for the full course.
- 6.3 Scheme of work.
- 6.4 Importance of lesson plans.
- 6.5 Qualities of good lesson plan.
- 6.6 Development of model lesson plans.

Unit 07: History of Mathematics

- 7.1. Historical review of the development of Mathematics Education.
- 7.2. Contribution of Muslim Mathematicians.
- 7.3. Contribution of Hindus and other mathematicians

Unit 08: Contents appropriate to the stage level

Recommended Books:

1. Sidhu, Kulbir Singh. *The teaching of Mathematics*. New Delhi: Sterling Publishers. 1989.
2. Kumar Sudhir. *Teachina of Mathematics*. New Delhi: Anmol Publications Pvt. Ltd.
3. Ouveiney, Randall J. *Learning To Teach Mathematics*. Melbourne: Merrill Publishing co. A Bell and Howell Information Co. 1989.
4. Fauvel, John and Jeremy Gray (Eds). *The History of Mathematics: A Reader*: London: Macmillan Press Ltd., 1990.
5. Greer, Brian and Gerry Mulhern, *New Directions in Mathematics Education*. New York: Routledge. 1989.
6. Lacombe, antony. *Mathematical Learning Difficulties in the Secondary School: Pupils' needs and Teacher's Role*. England: Milton Keynes, 1985.
7. Bentley, Charles and David Malvern. *Guide to Assessment in Mathematics Education*: Macmillan 1983.
8. Orton, Anthony Wain Geoffrey (Editors), *Issues in Teaching of Maths*, Cassell Villiers House, London, 1994.
9. Leon, Burton and Jaworski, Barbara (Editors) *Technology in Mathematics Teaching*, Chartwell 1995.

Course Title: Teaching Of English

Learning Outcomes:

At the end of the course, the students are expected to be:

1. Familiar with the four language skills - Listening, Speaking reading and writing
2. Identify and prepare activities for developing four skills
3. Apply modern methods and approaches in teaching of English
4. Prepare comprehensive lesson plans of Prose, Poetry, Composition and Grammar
5. Prepare audio visual aids and use them effectively
6. Measure and evaluate the students' progress during teaching of English as a foreign / second language

Course Outline:

Unit 01: Four skills of language learning

- 1.1. Listening Comprehension Skills
 - 1.1.1 Techniques of developing listening ability
 - 1.1.2. Careful listening habits
 - 1.1.3. Use of Cassette-player for developing listening ability
 - 1.1.4. Using Video-Cassettes for effective listening
 - 1.1.5. Methods of teaching listening.
 - 1.1.6. Sub Skills
- 1.2 Speaking Skills
 - 1.2.1. Favorable classroom environment for speaking;
 - 1.2.2. Value of pronunciation and intonation in speaking
 - 1.2.3. Conversation and dialogue
 - 1.2.4. Language games for oral expression.
 - 1.2.5. Vocabulary building
- 1.3 Reading Skills
 - 1.3.1 Importance of silent and loud reading
 - 1.3.2 Methods of teaching Reading.
 - 1.3.3. Sub skills
- 1.4 Writing Skills
 - 1.4.1. Techniques of good handwriting
 - 1.4.2. Importance of spelling in Writing
 - 1.4.3. Writing essays
 - 1.4.4. Writing letters and invitations to friends
 - 1.4.5. Writing applications and other official letters

Unit 02: Teaching of English

- 2.1. Teaching of prose.
- 2.2. Teaching of poems
- 2.3. Teaching of composition
- 2.4. Teaching of vocabulary
- 2.5. Teaching of pronunciation

Unit 03: Methods of teaching English

- 3.1. Grammar – Translation method
- 3.2. Direct method.
- 3.3. Audio-lingual approach.
- 3.4. Structural approach.
- 3.5. Communicative approach
- 3.6. Word building
- 3.7. Reference skill

Unit 04: Teaching of Grammar

- 4.1. Functional approach towards grammar teaching.
- 4.2. Transformational grammar.

Unit 05: Lesson Planning

- 5.1. Importance of activities in all kinds of lessons.
- 5.2. Value of different steps in lesson planning and new approaches based on Teacher's
- 5.3. Activity – Pupil's Activity.
- 5.4. Planning Structural lessons.
- 5.5. Planning a Prose and Poetry lesson.
- 5.6. Planning a Paragraph, a Story and an Essay.
- 5.7. Planning a Grammar lesson.

Unit 06: A.V.Aids in Teaching of English

- 6.1. Need and importance.
- 6.2. Charts, Models, Pictures, Flash Cards, Toys and Real Objects.
- 6.3. Radio, Cassette player, Language Laboratory.
- 6.4. Television, VCR, Movies.
- 6.5. Slides, Filmstrip, OHP, Opaque Projector.

Unit 07: Assessment

- 7.1. Judgmental evaluation.
- 7.2. Objective evaluation.
- 7.3. Construction of Objective type test.

Recommended Books:

1. Sheikh. N.A. (1998). *Teaching of English as a Second Language*. Lahore Carvan Book House.
2. Mohammad. T. (1998) *Modern Approaches to the Teaching of English as Second Language*, Lahore. Majeed Book Depot.
3. Rob Nohand (1993) *Conversation* Oxford University Press.
4. Cook V. (1991) *Second Language Learning and Language Teaching*, 2^{ns} ed. London, Arnold
5. Murcia, M.C. (1991), *Teaching English as a Second Foreign Language*, 2nd ed. New Bury House: A Division of Harper Collins Publishers
6. Richards, J.C. & Rodgers, T.S. (1986), *Approaches and Methods in Language Teaching*, Cambridge Press.

Course Title: Teaching Of Pak Studies

Learning Outcomes:

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

1. Explain the concept of Pakistan ideology.
2. Analyze various phases of the Pakistan movement leading to the achievement of Pakistan.
3. Discuss the value and importance of Pakistan Studies in the practical life.
4. Describe the natural & human resources of Pakistan such as high mountains, mighty rivers, sea coasts, fertile land and minerals; honest workers.
5. Present the lessons effectively before the students.

Course Outline:

Unit 01: Objectives of teaching Pakistan Studies

- 1.1. Need and importance of objectives.
- 1.2. Classification of objectives.
- 1.3. Objectives of Teaching Pakistan Studies at Secondary level.

Unit 02: Curriculum of Pakistan Studies

- 2.1. Definition and various perspective of Curriculum of Pakistan Studies.
- 2.2. Elements and Principles of Curriculum development.
- 2.3. Critical analysis of the present Curriculum of Pakistan Studies.

Unit 03: Teaching Methods

- 3.1. Lecture Method;
- 3.2. Discussion/Questioning Method.
- 3.3. Project Method.
- 3.4. Team Teaching Method.

Unit 04: Teaching Techniques

- 4.1. Importance and functions of questions.
- 4.2. Characteristics of questions.
- 4.3. Handling of students answers and questions.

Unit 05: Instructional Aids

- 5.1 Definition and importance of A V. Aids.
- 5.2 Types of AV. Aids.
- 5.3 Techniques for using of AV. Aids in the teaching of Pakistan Studies.

Unit 06: Lesson Planning

- 6.1. Need for lesson Planning.
- 6.2. Characteristics of lesson Planning.
- 6.3. Lesson Plan for the teaching of Pakistan Studies.

Unit 07: Pakistan Studies Teacher and his Classroom

- 7.1 Qualities desired in the Teacher of Pak. Studies.
- 7.2 Requirements of Pak. Studies room in the Schools.

Unit 08: Evaluation

- 8.1 Meaning and objectives of Evaluation.
- 8.2 Characteristics of a good testing programme.
- 8.3 Evaluation techniques for Pakistan studies.

Recommended Books:

1. Ikram, S. A.; Modem Muslim India & the Birth of Pakistan.
2. Qadri, S. H.; Creation of Pakistan.
3. Bining, D. H.; Teaching of Social Studies in Secondary Schools.
4. Rafi-ullah Shahab: Fifty years of Pakistan.
5. Aslam, M. D. Teaching of Pakistan Studies.
6. Wesley: Teaching of Social Studies in High School.
7. Rauf A. Khan; Teaching of Social Studies for Secondary Classes

Course Title: Teaching Of General Sciences**Learning Outcomes:**

After completing the course, the students will be able to;

1. Understand scientific concepts
2. Differentiate between scientific products and scientific process.
3. Understand the underlined principles of science education
4. Apply appropriate methods
5. Techniques for effecting learning

Course Outline:**Unit 01: 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 02: Aims / Objectives Teaching General Sciences

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

Unit 03: 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 04: Teaching

- 4.1 Teaching approach
 - a) Problem solving
 - b) Inquiry techniques
 - c) Creativity
- 4.2 Teaching Strategies
 - a) Scope & propose of practical activities
 - b) Science laboratory
 - c) Safety measure in laboratory

Unit 05: Teaching Aids

- 5.1 Need & importance of teaching aids
- 5.2 Types of teaching aids
- 5.3 Principles of using teaching aids
- 5.4 Using low cost teaching aids

Unit 06: Characteristics of effective Science Teaching

- 6.1 Characteristics of lesson planning
- 6.2 Characteristic qualities of science teacher
- 6.3 Effective questioning

Unit 07: Evaluation

- 7.1 Designing a test
- 7.2 Administering & scoring a test
- 7.3 Interpreting test results

M. Ed. Programme Scheme of Studies

I. Core Courses	Credit Hours
1. Professional Development of Teachers(books)	3
2. School Improvement	3
3. Educational Studies (Philosophical, sociological & Economic perspectives)	3
TOTAL	<u>9</u>
II Research Courses	
1. Qualitative and Quantitative Research	3
2. Statistics in Educational Research	3
3. Thesis (Two semester)	6
TOTAL	<u>12</u>
III Specialization Courses	
<i>(Each prospective teacher will take three courses from any one of the following areas of specialization. Universities can offer any other area of specialization, if needed, subject to the availability of faculty and resources)</i>	
1. Curriculum, Instruction and Design	
2. Measurement and Evaluation	
3. Distance and Non Formal Education (DNFE)	
4. Educational Technology	
5. Educational Management	
6. Inclusive Education	
7. Policy and Planning	
TOTAL (for three specialization courses)	9
Note: <u>Course details will be as prescribed by the concern university.</u>	
GRAND TOTAL (I, II, III)	30

DETAILS OF COURSES

M.Ed. Programme (2 years)

Core Courses

Course Title: Professional Development of Teachers

Course Outline:

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

UNIT 01: Adult Education

- 1.1. Understand and know- what it means to be an adult.
- 1.2. Identify the needs, interest and motivation of the adult life
- 1.3. Understand the concept of adult education
- 1.4. Become knowledgeable about the perspectives of experts on adult education
- 1.5. Define the purposes of adult education.
- 1.6. Understand the intellectual, psychological and social development of the individual, self-actualization.
- 1.7. Conceptualize the Modes of adult education: formal and informal

UNIT 02: Continuing Education

- 2.1. As a life long learning
- 2.2. Progressive approach to learning
- 2.3. Career enhancement
- 2.4. Updating of knowledge in the area of interest and works
- 2.5. Improving the skills in the light of emerging demands of the job.
- 2.6. Integration of technological advancement with the job requirement
- 2.7. Upward mobility in career
- 2.8. The needs of the job market and globalization
- 2.9. Ability to switch jobs

UNIT 03: Professional Development

- 3.1. What is a profession?
- 3.2. Characteristics of profession:
- 3.3. Body of knowledge
- 3.4. Monopoly of the field of knowledge
- 3.5. Certification-approval, cancellation
- 3.6. Members of an organization
- 3.7. Code of conduct
- 3.8. Accountability
- 3.9. Ongoing training and enhancement of skills

UNIT 04: Status of Teaching as a Professional

- 4.1. Professional development of teachers through: formal training and informal training
 - Formal: Enrollment in institutions
 - Informal: Workshops, seminars, Professional discussion.

Recommended Books:

1. Athreya, Arun. Text Book of Teacher Education.
2. Mohanty, Jaganath; Teacher Education: Historical Development: Professional Perspectives: Educational Technology: Educational Methodology.
3. Ahuja, Alku; Teacher Education.
4. Abbott, Jacob. The Teacher.
5. Pandey, V C. Framework of Inf.Com.Tech. & Teacher Education.

Course Title: School Improvement

Learning Outcomes:

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

1. Understand the concept of change and school improvement
2. Recognize that change can be a slow and complex process
3. Identify the role of school leaders as Change Agents

Course Outline:

Unit 01: Concept and Process of Change

- 1.1. Understanding the change process
- 1.2. Role of change facilitator
- 1.3. Individual and organizational change

Unit 02: Features of Effective School

- 2.1. Leadership
- 2.2. Within School Relationships
- 2.3. School Community Relationships
- 2.4. Proper Utilization of Resources
- 2.5. Students' Academic Performance
- 2.6. Professional Commitment of Teachers'

Unit 03: Planning School Improvement

- 3.1. Needs Assessment
- 3.2. Survey of Human Resources
- 3.3. Survey of Material Resources
- 3.4. Targets and Strategies
- 3.5. Assignments of Tasks
- 3.6. Coordination and implementation of plan
- 3.7. Supervising and Monitoring

Unit 04: Leadership Development

- 4.1. Understanding leadership in schools
- 4.2. Teacher as a leader
- 4.3. Shared leadership

Unit 05: School Culture

- 5.1. Understanding school culture
- 5.2. School as a community of learners

Recommended Books:

1. Giancola, Joseph A. Transforming The Culture Of School Leadership.
2. Clarke, Paul. Improving School in Difficulty
3. Ruddock, Jean. How to Improve Your School.
4. Gysbers, Norman C. Developing and Managing Your School Guide Program.

Course Title: Educational Studies

Learning Outcomes:

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

- 1 Describe in detail the multidisciplinary nature of education
- 2 Familiarize students with basic theories derived from various discipline which are related to education
- 3 Develop critical thinking about and appreciation of education as multidisciplinary subject
- 4 Familiarize the students with the current issues and trends in education

Course Outline:

Unit 1 Philosophy as basis of education

- 1.1 Application of methods of Philosophy in resolving educational issues
- 1.2 Modern trends in Philosophy of education with special reference to Paulo Freire, Ed Harish and Analytical Philosophies like Rorty
- 1.3 Philosophy as the new paradigm in Educational Research

Unit 2 Modern Psychologists and Application of Their Ideas in Education

- 2.1 Freud
- 2.2 B.F. Skinner
- 2.3 Maslaw and Rogers
- 2.4 New trends in testing and measurement

Unit 3 Economics and Education

- 3.1 Modern concept of development
- 3.2 Education and changing theories of development
- 3.3 Planning education and new trends in development
- 3.4 Education and human resource development (Public and Private sector in education)

Unit 4 Education and sociological perspective

- 4.1 Sociology as basis for education with special reference to curriculum development
- 4.2 Multiculturalism and education
- 4.3 Education for cultural / ethnic and ideological minorities

Unit 5 Education and the special children

Recommended Books:

1. M.D. Shipman. The Sociology of School.
2. Ann Parker Parelius. The Sociology of Education.
3. Stephen J. Ball. The Routledge Falmer, Reader in Sociology of Education.
4. Roland Meighan and Iram Siraj Blatchford. A Sociology of Education.Sociology.
5. Amelia O Rorty, Philosophies on Education: New Historical Perspectives
6. Peter Roberts; Education, Literacy and Humanization: Exploring the work of Paulo Freire; Bergen
7. Anita Woolfolk; Educational Psychology

Course Title: Quantitative Research

Learning Outcomes:

After studying the course, the prospective teachers will be able to:

1. Identify significant research problems
2. Formulate appropriate research hypotheses/research questions
3. Apply appropriate research methods while conducting research
4. Analyze data in the light of the objectives and hypotheses of the study
5. Evaluate research studies (articles, thesis and other reports)
6. Draw conclusions and recommendations
7. Write a research report

Course Outline:

Unit 01: Scientific Method and Research

- 1.1 The systematic process of Research
- 1.2 Types of Educational Research
 - i. Research by purpose (Basic Research, Applied Research, Action research)
 - ii Research by Method (Experimental Research, Quasi-Experimental Research, Survey Research, Historical Research, Ethnographic Research, Metanalytical)
- 1.3 Significance of the study (theoretical and practical implications)
- 1.4 Methods of acquiring knowledge
- 1.5 Function of Educational research

- Unit 02: Formulation of Research Problem**
- 2.1. Selection of a Research Problem
 - 2.2. Statement of the Research Problem
 - 2.3. Research questions
 - 2.4. Variables and types of variables.
 - 2.5. Hypotheses: Meaning and types
- Unit 03: Review of Literature**
- 3.1. Use of library and note taking
 - 3.2. Computer Searches
 - 3.3. Theses/dissertations, books, journals etc
 - 3.4. Collecting and summarizing information
 - 3.5. Synthesizing and using Information.
- Unit 04: Data Collection Procedures**
- 4.1. Levels of measurement
 - 4.2. Sampling design
 - 4.3. Instrumentation
 - 4.4. Rating scales
 - 4.5. Questionnaires
 - 4.6. Interviews
 - 4.7. Observational checklist
 - 4.8. Achievement test
 - 4.9. Goniometry
- Unit05: Qualities of Data Collection Tools**
- 5.1. Validity
 - 5.2. Reliability
 - 5.3. Usability
 - 5.4. Objectivity
- Unit 06: Data Analysis-I**
- 6.1. Measures of central tendency
 - 6.2. Measures of variability
 - 6.3. Concept of normal curve
 - 6.4. Standard scores
- Unit 07: Application of Inferential Statistics**
- 7.1. Z-test
 - 7.2. T-test
 - 7.3. F-test
 - 7.4. Regression
 - 7.5. Chi-square distribution
 - 7.6. Co-relational techniques
- Unit 08: Report Writing**
- 8.1. Format of report
 - 8.2. Style and mechanics
 - 8.3. Language structure

- 8.4. Citing references in the text
- 8.5. Writing bibliography
- 8.6. Appendices

Recommended Books:

1. Jack R. Fraewkel, Norman E. Wallen; How to Design and Evaluate Research in Education.
2. L.R. Gray; Educational Research
3. Daniel Muijs; Doing Quantitative Research in Education
4. Jerry Willington; Educational Research
5. Judith Benneth; Evaluation Methods in Research

Course Title: Qualitative Research

Learning Outcomes:

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

1. Understand the underlying assumptions of qualitative research
2. Evaluate case studies
3. Conduct historical research
4. Formulate research questions
5. Design the proposal
6. Conduct a qualitative research
7. Analyze data by using appropriate techniques
8. Evaluate qualitative research studies (articles, theses and other reports)
9. Draw conclusions and recommendations
10. Write a research report

Course Outline:

Unit 01: Nature of Qualitative Research

- 1.1. Concept of qualitative research
- 1.2. Components of Research Design
- 1.3. Significance
- 1.4. Characteristics
- 1.5. Practical implications

Unit 02: Identification of Problem and Formulation of Research Questions

- 2.1. Identifying assumptions
- 2.2. Nature of research questions
- 2.3. Formulating research questions
- 2.4. Delimitations and limitations

Unit 03: Case Studies

- 3.1. Types of case studies
- 3.2. Sampling
- 3.3. Tools/instruments
- 3.4. Analysis and discussion

3.5. Drawing conclusions and recommendations

Unit 04: Historical Research

- 4.1. What is Historical Research? What is the value of historical Research?
- 4.2. Identification of the problem
- 4.3. Sources of data
- 4.4. Collection and Evaluation of source Material and Synthesis of information
- 4.5. Analysis, Interpretation and Formulating Conclusions
- 4.6. Reporting of results
- 4.7. Discussion on findings
- 4.8. Quantitative methods in Historical Research

Unit 05: Ethnographic Research

- 5.1. The Nature of Ethnography in Education
- 5.2. The process of Ethnographic Research
- 5.3. Identification of the phenomenon to be studied
- 5.4. Identification of subjects
- 5.5. Hypothesis Generation
- 5.6. Data Collection and drawing conclusions
- 5.7. The Validity and Reliability of Ethnographic Research
- 5.8. The Role of Ethnographic Research in Education

Unit 06: Action Research

- 6.1. Characteristics of Action Research
- 6.2. Importance of Context
- 6.3. Needs Assessments and Objectives of Action Research
- 6.4. Planning Process(Setting up focus group, Carrying out, Observing and data collection, interpreting the meaning of results)
- 6.5. Role of Researcher inaction Research

Unit 07: Data Analysis in qualitative Research

- 7.1. Concept Formation
- 7.2. Categorization of Concepts /Themes
- 7.3. Coding Qualitative Data
- 7.4. Axial Coding
- 7.5. Selective Coding
- 7.6. Analytical Memo writing
- 7.7. Methods of Qualitative Data Analysis
 - a) Successive Approximation
 - b) The Illustrative Method
 - c) Analytical Comparison
 - d) Method of difference
 - e) Domain Analysis
 - f) Contrast Context

- g) Analogies
- h) Other Techniques (Network analysis, Time allocation Analysis, Flow chat and time sequence, multiple sorting procedure)

Recommended Books:

1. Gravetter, F.J and Wallnau, C.B. (2002). Essentials of Statistics for the Behavioral Sciences. (Fourth Edition). Australia: Wadsworth.
2. Harris, M.B. (1998). Basic Statistics for Behavioral Science Research. (Second Edition). Mass: Allyn & Bacon
3. Leary, M.R. (2004). Introduction to Behavioral Research Methods. (Fourth Edition). Boston: Pearson Education
4. Salkind, N.J.(2006). Exploring Research (Sixth edition). NJ: Pearson Prentice-Hall.
5. Tompkins, G.E. (2000). Teaching writing: Balancing Process and Product. (Third Edition). NJ: Prentice – Hall.
6. Wiersma, W. (2000). Research Methods in Education. 7th edition: Allyn & Bacon

Course Title: Inclusive Education

Learning Outcomes:

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

1. Identify different types of special needs in children
2. Discuss various approaches to the education of children with special needs
3. Plan, implement and assess lessons for inclusive classrooms
4. Explain the need for and explore possibilities for collaboration and team work for inclusive education.

Course Outline:

UNIT 1: Introduction

- 1.1. The Concept of Inclusion
- 1.2. Diversity among Children
- 1.3. Inclusive Education in the Schools
- 1.4. Benefits of Inclusion

UNIT 2: The Disability Dimension

- 2.1. The Disabled Children and the Concept of Disability
- 2.2. Major Disabilities
 - i) MR and Physical
 - ii) Hearing and Visual

UNIT 3: Variety of Inclusion

- 3.1. Learning Disabled
- 3.2. Gifted Children
- 3.3. Socially deprived
- 3.4. Gender deprivation

UNIT 4: Inclusion: Learning Needs

- 4.1. Teaching Methodology
- 4.2. Assessment Techniques
- 4.3. Attitudes and Inclusion

UNIT 5: Inclusion and the Community

- 5.1. Collaborative working
 - a) Communication
 - b) Collaborative Work with Other Professionals
 - c) Collaboration with Parents

Recommended Books:

1. Gifted and Talented Education by Kondru Subba Rao and Digumarti Bhaskara Rao. Sonali Publications, New Delhi: 2004
2. Learning Disabilities: A Practical Guide to Practitioners by G. Lokanadha Reddy, R. Ramar and A. Kusuma. Discovery Publishing House. New Delhi: 2005
3. Education for Children with Disabilities by A.K.Tyagi, Saloni Publishing House. 2003
4. Moderate, Severe and Profound Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2003
5. Dyslexia and other specific Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2006
6. Autism and communication Difficulties by Michael Farrell. Routledge: 2006
7. Sensory Impairment and Physical Disability by Michael Farrell. Routledge: 2006
8. Behavioral Emotional and Social Difficulties by Michael Farrell. Routledge: 2006
9. The Inclusive Classroom by Jac Andrews, Nelson.

RECOMMENDATIONS

1. The 4 year B.Ed. programme will be an equivalent of the existing master's degree.
2. The model should accommodate even those students who have done BA/B.Sc. and want to join the new B.Ed. programme with possible deficiency of four courses at the undergraduate level.
3. The new nomenclature of B.Ed. for 4 years programme will be BS Ed. (Hons) for Science students and BA Ed. (Hons) for Arts students.
4. There should be an orientation course for the teachers about the new B.Ed. programme to be arranged by HEC.
5. The Programme will have recognition by the HEC with the promise of a Geard-17 job for the graduates
6. The new scheme is likely to demand an extended infrastructure and additional faculty. These needs should be seriously addresses to before the implementation is carried out.
7. The new B.Ed. programme should be launched not later than 2008.
8. The 5th semester will also be entry point for those candidates who will be following their two year BA/B.Sc. and wish to join the 4 year B.Ed. programme. In these cases
9. Talent should be encouraged to join the B.Ed. by offering incentives.
10. The house unanimously endorsed the idea that each college or university conducting the B.Ed. programme will have the option to offer a combined programme of two degrees i.e. Bachelor degree in Arts, Sciences, Commerce, IT etc. in addition to the B.Ed. degree.
11. Each course will be assessed on the basis of the following three components:
 - a. Mid term examination
 - b. Reading and writing assignments
 - c. Final term examinations
12. The teachers trained through the 4 year B.Ed. programme will be able to teach at elementary, secondary and higher secondary levels.
13. Pass percentage for each component will be decided by the board of studies of the universities concerned.
14. The assessment must incorporate the individual work on the continuous basis throughout the programme.
15. All the assessment will be internal.

16. At the end of 4 years, there will be a comprehensive examination which will be external. Pass percentage for the comprehensive examination will also be decided by the respective universities.
17. Total duration of the short term internship will be one third of the semester. In the 6th semester, two days in a week can be allocated for both research project and short term internship for the whole semester.
18. Universities will prepare their own list of pedagogical courses subject to the availability of faculty and resources. For example.

For Arts Students

Teaching of Islamiat
Teaching of English
Teaching of Urdu
Teaching of Social Studies
Teaching of History

For Science Students

Teaching of General Science
Teaching of Mathematic
Teaching of Physics
Teaching of Chemistry
Teaching of Biology

19. The optional courses must be the elements of an existing BA/B.Sc. programme and must be examined under the regulations of the BA/B.Sc. programme.
20. Reflective journals will be assessed by the course instructor. What the students have learned, they will continue to apply throughout the course. For this purpose reflective practice as an assessment tool will be determined course by course or teacher by teacher.
21. Eligibility for admission:-
Intermediate or equivalent degree/certificate from a recognized institution with good academic standing and not less than 50% marks will be eligible.