



# DEPARTMENT OF TEACHER EDUCATION

## UNIVERSITY OF KARACHI

### **INTRODUCTION:**

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment, all require policy responses. Traditions, culture and faith all reflect upon the education system and at the same time are also affected by them. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction.

National Education Assessment System (NEAS) points to significant quality deficits and confirms the widespread perception of the low quality of Pakistan's education. Improving quality requires action in the areas of teacher quality, curriculum and pedagogy, textbooks, assessment approaches, and in learning environment and facilities.

Teacher quality and leadership at school are believed to be the more important factors. Most of the inputs in the system have an impact on quality. However, there are five- six basic pillars that have the major contribution. These are curriculum, textbooks, assessments, teachers, the learning environment in an institution and relevance of education to practical life/ labour market. While Elementary and Secondary schooling is facing many deficiencies in each of the input areas that would need to be improved; the most significant action is required in improving the teaching resources and the pedagogical approaches teachers employ. The reform of teaching quality is of the highest priority.

Keeping in view the current state of affairs, Department of Teacher Education was established with the following agenda.

### **Mission Statement**

The Department of Teacher Education develops educators' abilities in teaching, learning and research.

### **Vision Statement**

To be a leading teacher education department in Pakistan, our vision is to develop human capital through quality teaching and research practices catering to the intellectual needs of the community of learners.

### **Values Statement**

The Department of Teacher Education believes in mutual respect, nondiscrimination and transparency through promoting culture of openness and sharing.

## **DETAILS OF THE PROGRAMS OFFERED:**

### *Program pre-requisites and number of seats*

#### **B.Ed. (Hons) Secondary, 3 Semester/1.5 Year Program for entrants with 16 years of Education (Academic Disciplines other than Education)**

Pre-requisite qualification: 16-year of education (BS/Masters etc.) in any discipline like Sciences, Social Science, Humanities and others, except BS/MA Education and M Ed etc.

Number of seats: 40

#### **B.Ed. (Hons) Secondary, 5 Semester/2.5 Year Program for entrants with 14 years of Education (Academic Disciplines other than ADE)**

Pre-requisite qualification: 14-years of education (B A, B Sc., B Com. etc) in any discipline like Sciences, Social Sciences, Humanities and others.

Number of seats: 40

#### **Post Graduate Diploma (P.G.Dip) in Early Childhood Education (ECE) leading to Masters of Early Childhood Education**

Pre-requisite qualification: 14-years of education in any discipline like Sciences, Social Sciences, Humanities and others.

Number of seats: 40

#### **B.Ed. (Hons) Elementary, 8 Semester/04Year Program for entrants with 12 years of Education**

Pre-requisite qualification: 12-years of education (F A/F Sc/I Com etc.) in any discipline like Sciences, Social Science, Humanities and others.

Number of seats: 40

## **B. Ed. (Hons.) Elementary 04 Year Program (8 Semesters)**

<b>B. Ed. (Hons.) Elementary 04 Year (1<sup>st</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
1	DTE-311	English-I (Functional English)	3+0	100
2	DTE-321	Islamic Studies/Ethics	3+0	100
3	DTE-331	Child Development	3+0	100
4	DTE-341	Urdu / Regional Languages	3+0	100
5	DTE-351	General Science	3+0	100
6	DTE-361	General Methods of Teaching	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (2<sup>nd</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
7	DTE-312	English-II (Communication Skills)	3+0	100
8	DTE-322	Computer Literacy	3+0	100
9	DTE-332	Classroom Management	3+0	100
10	DTE-342	General Mathematics	3+0	100
11	DTE-352	Pakistan Studies	3+0	100
12	DTE-362	Methods of Teaching Islamic Studies	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (3<sup>rd</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
13	DTE-411	Teaching Literacy Skills	3+0	100
14	DTE-421	Art, Crafts and Calligraphy	3+0	100
15	DTE-431	Teaching of Urdu/Regional Languages	3+0	100
16	DTE-441	Teaching of General Science	3+0	100
17	DTE-451	Instructional and Communication Technology (ICT) in Education	3+0	100
18	DTE-461	Teaching Practice (Short Term)	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (4<sup>th</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
19	DTE-412	Classroom Assessment	3+0	100
20	DTE-422	Teaching of English	3+0	100
21	DTE-432	Teaching of Mathematics	3+0	100
22	DTE-442	School, Community and Teacher	3+0	100
23	DTE-452	Teaching of Social Studies	3+0	100
24	DTE-462	Teaching Practice	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (5<sup>th</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
25	DTE-511	English-III (Technical Writing & Presentation Skills)	3+0	100
26	DTE-521	Foundations of Education	3+0	100
27	DTE-531	Content Course from Specialization- I/a	3+0	100
28	DTE-541	Content Course from Specialization-II/a	3+0	100
29	DTE-551	Curriculum Development	3+0	100
30	DTE-561	Educational Psychology	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (6<sup>th</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
31	DTE-512	Contemporary Issues and Trends in Education	3+0	100
32	DTE-522	Content Course from Specialization-I/b	3+0	100
33	DTE-532	Content Course from Specialization-II/b	3+0	100
34	DTE-542	Comparative Education	3+0	100
35	DTE-552	Introduction to Guidance and Counseling	3+0	100
36	DTE-562	Elementary Education	3+0	100

<b>B. Ed. (Hons.) Elementary 04 Year (7<sup>th</sup> Semester)</b>			<b>Credit Hours</b>	<b>Total Marks</b>
37	DTE-611	Content Course from Specialization-I/c	3+0	100
38	DTE-621	Content Course from Specialization-II/c	3+0	100
39	DTE-631	Pedagogy – I (Methods of Teachings related to specialization – I/d)	3+0	100
40	DTE-641	Pedagogy – II (Methods of Teachings related to specialization – II/d)	3+0	100
41	DTE-651	Research Methods in Education	3+0	100
42	DTE-661	Teaching Practice (Short Term)	3+0	100
<b>B. Ed. (Hons.) Elementary 04 Year (8<sup>th</sup> Semester)</b>				
43	DTE-612	School Management	3+0	100
44	DTE-622	Test Development and Evaluation	3+0	100
45	DTE-632	Teaching Practice (Long Term) (06 Credit Hours)*	6+0	100
46	DTE-642	Research Project	3+0	100
47	DTE-652	Inclusive Education	3+0	100

\* All courses are of 03 credit hour value except 632-Longterm Practicum i.e. 06 Cr. Hr.

### **DISCIPLINE CONTENT AND PEDAGOGY COURSES**

The following **Discipline/Specialization/Content Courses** groups would be offered as **Content One and Content Two** from **Semester Five** through **Semester Eight**.

- Each **Discipline** would comprise of **four courses** plus respective share in the practicum.
- Each **Discipline** would comprise of **three content courses** of graduate level, and one pedagogy course related to the discipline amounting to 03x05=15 credit hours.

The discipline would be offered if at least 10 students opt it in semester five.

#### **Discipline One: General Science (GSC)**

- a. Biology/Environmental Science
- b. Chemistry
- c. Physics
- d. Pedagogy of Science

#### **Discipline Two: Social Sciences (SST)**

- a. Sociology/Political Science
- b. Psychology/Economics
- c. Philosophy/Geography
- d. Pedagogy of Social Science

#### **Discipline Three: Languages & Literature (English/Urdu) (LAG)**

- a. Linguistics
- b. Literature
- c. History of Language & Literature
- d. Pedagogy of Language & Literature

#### **Discipline Four: Mathematical Sciences (MTH)**

- a. Advance Mathematics-I,
- b. Statistics
- c. Advance Mathematics-II,
- d. Pedagogy of Mathematics

#### **Discipline Five: Reading (RDG)**

- a. Foundations of Reading,
- b. Reading Difficulties,
- c. Assessment of Reading
- d. Pedagogy of Reading

**Course Code:** DTE-311  
**Semester:** 01  
**Credit Hours:** 03  
**Course Title:** English-I (Functional English)

### **OBJECTIVES:**

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

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

### **UNIT – 1: INTRODUCTION**

#### **Making introductions**

- Self-and peer-introduction
- Introductory notes
- Enquiries /Learning to enquire

#### **Request and enquiries**

- Responding to informal enquires & demands/requests
- Making request and seeking information
- Listening for specific information

#### **Seeking information**

- Careful listening
- Seeking information
- Looking for specific information

### **UNIT – 2: INTERACTION**

#### **Congratulations**

- Congratulating friends for different
- Responding to a felicitous event
- Congratulating formally

#### **Saying thank you**

- Expressing gratitude to friends
- Reading a story based on expressions of gratitude
- Writing a formal letter to say thank you to a teacher/parent/friend

#### **Inviting people in formal and informal contexts**

- Planning a celebration
- Inviting: over the phone & through a letter
- Accepting and/or denying invitation

#### **Regrets**

- Story of regret
- Saying sorry and accepting apologies
- Expressions of regrets

### **UNIT – 3: GIVING AND FOLLOWING DIRECTIONS**

#### **Following and giving directions**

- Following directions from a map

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

#### **Giving clear instructions**

- Carrying out instructions
- Structuring instructions
- Writing clear instructions

#### **Designing instruction manuals**

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

### **UNIT – 4: SHARING EXPERIENCES**

#### **Sharing narratives**

- Reading short stories
- Reading excerpts; comic strips, interviews, etc.
- Narrating incidents from the newspaper

#### **Sharing unique experiences**

- Summarizing/Narrating true stories
- Watching a film/reading a short novel followed by exercises worksheet
- Converting a film/novel into a short story

#### **Imaginative texts**

- Identifying imaginative texts
- Developing imaginative texts (stories and descriptions)

### **UNIT – 5: FUNCTIONING IN ENGLISH**

#### **Writing styles**

- Changing narration: converting a dialogue into a report
- Converting a story into a news report
- Converting a graph/picture into short report/story

#### **Writing mechanics**

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

#### **Project presentations**

- Course revision

### **REFERENCES**

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

Course Code: DTE-321  
Semester: 01  
Credit Hours: 03  
Course Title: ISLAMIC STUDIES/ETHICS (Compulsory)

ISLAMIC STUDIES

باب اول: قرآن

- الف) تاریخ قرآن (مجمع و قدومین)  
ب) منتخب آیات قرآنیہ  
۱۔ سورۃ الاطلاق (مقیدہ و توحید)  
۲۔ سورۃ الحجرات آیت ۸۲ (آداب نبی صلی اللہ علیہ وسلم)  
۳۔ سورۃ طہ آیت ۷۷ (مقیدہ آخرت)  
۴۔ سورۃ المؤمن آیت ۱۱۱ (مقاتل ایمان)  
۵۔ سورۃ البقرہ آیت ۱۷۷-۱۷۸ (احکام)

باب دوم: حدیث

- الف) تعارف حدیث  
ب) اقسام حدیث  
۱۔ مرفوع ۲۔ منقول ۳۔ صحیح متواتر  
۴۔ مؤلف ۵۔ مقطوع ۶۔ خبر مشہور  
۷۔ خرواعد ۸۔ عزیز ۹۔ صحیح  
۱۰۔ ضعیف ۱۱۔ متروک ۱۲۔ منکر  
ج) صحاح ستہ (اسماء کتب مع اسماء مؤلفین فقط)  
د) منتخب احادیث

۱۔ در شریف:

عن ابی ہریرۃ رضی اللہ عنہ قال قال رسول اللہ ﷺ من صلی علی من امنی صلوۃ محلاً من قلبہ صلی اللہ علیہ بہا عشر صلوات ورفعه بہا عشر درجات وکتبه بہا عشر حسنات و محی عنه عشر سيئات (سنن نسائی)

۲۔ حرالت:

عن عائشۃ رضی اللہ عنہا انما اهلك الدين قبلكم انهم كانوا اذا سرق فيهم الشريف تركوه واذا سرق فيهم الضعيف اتهموا عليه الحد۔ (بخاری مسلم)

۳۔ الامت:

عن ابی ہریرۃ رضی اللہ عنہ قال قال رسول اللہ ﷺ آیت المنافق ثلاث اذا حدث كذب واذا وعد اخلف واذا اتمن عان۔ (بخاری)

۴۔ امن:

عن ابی ہریرۃ رضی اللہ عنہ قال قال رسول اللہ ﷺ المسلم من سلم المسلمون من لسانہ ويده والمومن من امنه الناس علی دماءہم واموالہم۔ (ترمذی والنسائی)

۵۔ حسن معاملات:

عن ابی ہریرۃ رضی اللہ عنہ قال قال رسول اللہ ﷺ حق المسلم علی المسلم خمس، رد السلام، وعیادۃ  
المریض، وإتیاع المحتار، وإحیاء الذمیر، ونسیۃ العاطس۔ (بخاری و مسلم)

باب سوم: ہجرت مدینہ

- ۱۔ ہجرت مدینہ
- ۲۔ مؤامعات مدینہ
- ۳۔ بیعت مدینہ
- ۴۔ صلح حدیبیہ
- ۵۔ خطبہ بیعت الوداع
- ۶۔ خلافت راشدہ (خصوصیات)

باب چہارم: اسلام اور سائنس

- ۱۔ سائنسی علوم میں مسلمانوں کا کردار
- باب پنجم: اسلام اور معاشیات
- ۱۔ اسلام میں تجارت کے اصول
- ۲۔ اسلام میں منصفانہ تقسیم دولت کے ذرائع
- ۳۔ جدید اقتصادیات کی اسلامی اصولوں کے مطابق تشکیل نو (ڈاکٹر محمد کلیل اویج)

باب ششم: اسلام اور سیاست

- ۱۔ اقتدارِ اعلیٰ کا اسلامی تصور
- ۲۔ اسلامی ریاست کی خصوصیات

باب ہفتم: اسلام اور معاشرت

- ۱۔ اسلام کا معاشرتی نظام (حقوق و فرائض)
- الف) والدین کے حقوق      ب) اولاد کے حقوق      ج) رشتے داروں کے حقوق
- د) پردیسوں کے حقوق      ہ) میاں بیوی کے حقوق      و) عام انسان کے حقوق
- ز) حقوق نسواں
- ۲۔ سماجی امن اور تحمل و برداشت
- ۳۔ جہاد کے حالیہ نظریات و تصورات کا جائزہ

کتاب برائے مطالعہ

- ۱۔ فیما القرآن
- ۲۔ معارف القرآن
- ۳۔ تفسیر القرآن
- ۴۔ محمد کرم شاہ الازہری
- ۵۔ مفتی محمد شفیع صاحب
- ۶۔ علامہ سوددی

## **ETHICS**

### **Unit 1: Understanding Ethics**

1. Definition of Ethics
2. Meaning of Ethics
3. Nature of Ethics
4. Scope of Ethics

### **Unit 2 : Branches of Ethics**

1. Normative Ethics
  - Consequentialism
  - Deontology
  - Virtue ethics
2. Meta Ethics
  - Moral realism
  - Moral anti realism
3. Descriptive Ethics
  - Applied Ethics
  - Medical ethics
  - Bio ethics
  - Legal ethics
  - Environmental ethics
  - Media ethics

### **Unit 3: Ethical Standards for Teachers**

1. As a professional Educator
2. Responsibility to Students, parents and family
3. Commitment to colleagues and to the teaching profession generally
4. Responsibility to teacher employers and to community and society

### **Unit 4: Ethics in Education: Classroom Expectations and Ethics**

1. Acceptance of diversity
2. Student responsibility
3. Class attendance
4. Academic decorum
5. Academic integrity
6. Impartiality
7. Respect
8. Concern for students
9. Integrity
10. Propriety
11. Development of moral and ethical vocabulary
12. and Attention orchestration

### **Unit 5: Key Principles of Ethics in Teaching**

1. Maintain trust in the profession
2. Maintain professional relationship with students
3. Respect the uniqueness and diversity of students
4. Work in collaborative manner with colleagues, parents and careers
5. Act with honesty and integrity

**Unit 6: Ethics and philosophers**

1. Plato
2. Aristotle
3. Thomas Aquinas

**Unit 7: Core Values and Principles of Ethical System**

1. Hinduism
2. Judaism
3. Christianity
4. Islam

**Course Code:** DTE-331  
**Semester:** 01  
**Credit Hours:** 03  
**Course Title:** Child Development

**OBJECTIVES:**

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

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

**UNIT – 1: INTRODUCTION**

- Models
- Theorists
- Debates

**UNIT – 2: EARLY CHILDHOOD DEVELOPMENT**

- Infant
- Toddler
- Preschool

**UNIT – 3: ELEMENTARY SCHOOL-AGE CHILD DEVELOPMENT**

- Physical
- Cognitive
- Emotional
- Social development

**UNIT – 4: ADOLESCENCE AND DEVELOPMENT**

- Adolescent cognitive development
- Social development and behaviours
- Motivation and identity-formation

**UNIT – 5: DIFFERENCES IN DEVELOPMENT AND SPECIAL NEEDS**

- Focus is on learning differences
- Managing and accommodating learning difference in classroom
- National educational policy in Pakistan

**UNIT – 6: THE INFLUENCE OF SOCIETY AND CULTURE ON CHILD DEVELOPMENT**

- Families
- Society
- Schools
- Teachers
- Child development and their implications for teaching and learning

## REFERENCES

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

Course Code: DTE-341  
Semester: 01  
Credit Hours: 03  
Course Title: URDU / REGIONAL LANGUAGES

URDU

پہلا ہفتہ:

پہلا ہفتہ۔

۔ تعارف زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)  
۔ زبان کی اہمیت و افادیت (فکری/لغوی/عملی سطح پر)  
۔ اردو کے فروغ میں درپیش مشکلات (تدراک/فلفلہ/فیہوں کا ازالہ)

دوسرا ہفتہ۔

۔ اردو زبان کی کہانی از بابائے مولوی عہد الحق (مضمون کا مطالعہ)  
۔ عملی فنکشنل اردو ڈاکٹر محمد صدیق خان شیخی (مضمون کا مطالعہ)  
۔ مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

اصناف ادب

پہلا ہفتہ:

تیسرا ہفتہ۔

اصناف نثر کا مختصر تعارف اجزاء و اقسام/اصناف کا تقابل  
۔ داستان (اجزا/ناول و داستان کا فرق)  
۔ ناول (اقسام/ناول داستان کا فرق)

چوتھا ہفتہ۔

۔ ڈراما (اقسام/اجزائے ترکیبی/روایت)  
۔ افسانہ نگاری کا مصنف اشفاق احمد کے گزریا کے حوالے سے (فکری/فنی تجزیہ)  
۔ مزاح (طنز) مشتاق احمد پوٹھی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ۔

۔ اخوذ اقتباسات (صرف یعنی الفاظ سے بحث، جو مکمل جملوں اور عبارتوں سے بحث)  
۔ اغلاط زبان (بجائے قواعد فقرات کی تصحیح)  
۔ محاورات (دوران گفتگو/عام بول چال میں استعمال)

یونٹ ۳:

اصناف سخن (النظم و غزل)

۔ اصناف سخن کا تعارف

۔ اردو نظم (تعارف، اقسام)

۔ اردو غزل (نظم و غزل کا فرق)

(قومی دلی جذبے/ماخوذ متن)

(منظر نامہ)

- اردو ترازی ملی

- اردو گلوبل لینک ویج

افسانے/کہانیاں/ذرا سے/خطوط

- خود کشی/ٹوبہ یک رنگ سعادت حسن منٹو

- چور، اشفاق احمد

- دستم و سہراب - آغا حشر

# سنڌي ٻوليءَ جو نصاب

Year I/Semester 1

Duration: 16 Weeks/3 Credits

Course Introduction

ڪورس جو تعارف

Course Outcomes

ڪورس جا حاصلات

يونٽ

1 سنڌي ٻوليءَ جو ادب ۽ تاريخ

2 نثر

3 نثر انگريزي

4 گرامر

5 سنڌي ٻوليءَ جو جديد ادب

شعبو: استادن جي تعليم، روليورسٽي آف ڪراچي

## ڪورس جو تعارف

هن ڪورس خاص طور تي تربيتي استادن جي لاءِ ترتيب ڏنو ويو آهي. هن ڪورس مان نوابي جي تعليمي استادن کي سنڌي ٻولي اها اهم تاريخ ۽ ثقافت متعلق ڄاڻ لاءِ وڌيڪي آهي. هن ڪورس ۾ نثر ۽ نظم جي مختلف صنفون کي رٿيو ويو آهي.

پڙهڻ تي مڪلائيڪل ۽ جديد شاعرن جي شاعري ۽ مستند نثر، نثر ۽ نظم ۾ نڪري نئي ۽ سٺي صنف جي ڄاڻ پڻ شامل ڪئي وئي آهي.

ڪورس ۾ ٻوليءَ کي سڳو لاءِ گرامر شمار ڪري آهي. هن سلسلي ۾ گرامر جو روزمره ٻوليءَ ۾ استعمال ۽ نهن ۾ پيدائش جون نشانين، اصطلاح، پهاڪا، چوڻيون وغيره جا موضوع ۽ سرگرمين رکيون وينديون آهن. سنڌي ٻوليءَ کي گلوبل ليٽريچر طور وڌيڪي سڏڻ ۽ لائق ڪرڻ پڻ ڪورس ۾ وڌيڪي آندو ويو آهي.

## ڪورس پڙهڻ جا حاصلات Learning outcomes

هن ڪورس جي پڙهائيءَ تي زير ترتيب استاد ان قابل پڙهڻي ويندا آهن

- زبان جو تعارف، تحرير، ڪري و پڙائڻ سگهندا، سنڌي ٻوليءَ جي تاريخ ۽ ٻي ٻهيا، متعلق نظريا بيان ڪري سگهندا ان کان علاوه سنڌي ادب جي تاريخ کي بيان ڪري سگهندا.
- سنڌي آءِ. ٽي. ڊي. ۽ ٻين شعبن ۾ ريسرچ ڪري سگهندا، سنڌي زبان جي اهميت، ان جو سماج، تاريخي ۽ ثقافتي پسمنظر، ان کان علاوه سنڌي ٻوليءَ ۽ ادب ۾ 2 ڪلاسيڪل ۽ 2 جديد شاعرن (قاضي تادن شاهه ڪير، ڦاروڻ، شيرازي، استاد بخاري، اچي شاعريءَ جي ڀيٽ ڪري سگهندا.
- نثر يا آءِ. ٽي. ڊي. جون تصنيفون نثر جي ان ڪتابن جو مختصر اڀياس جن ۾ امرزا قليچ بيگ، ديوان پير وصال، معرچند آءِ. ٽي. ڊي. ۽ ٻين نثر جي ڪتابن ۾ اها زباني ڏاڍي مڃتا، محبوب، الغالب، شيخ اچي، ٻاري ۽ چالي و امتحان ۾ لکي سگهندا.
- شاعريءَ جون تصنيفون جن ۾ ڀيٽ، والي، نظري، آزاد، نظر، هائينڪن، ٽراٽيل، ان کان علاوه مختلف شاعرن جو اڀياس جن ۾ شاهه عبداللطيف، مڇيل، سرمست، ڪنڇنڇند، پيرس، شيخ اياز جي ٻوليءَ ۽ پڙائڻ سگهندا.
- گرامر ۽ ٻيا لغات جا لغات ڪم ۾ ڪارج حالتن ۽ زمانن موجب، ٻيھڪ جون نشانين، ٻيا ڪا، اصطلاح، چونڊون وغيره صديءَ ۽ ورزموءَ جي ٻوليءَ ۽ انهن جو استعمال ڪري سگهندا.
- سنڌي ٻوليءَ ۾ جديد لاڙا جن ۾ سنڌي ٻوليءَ جي قومي ۽ بين الاقوامي حيثيت، سنڌي ٻوليءَ ۾ جديد ليڪچرلوجي جو استعمال سٽريٽ ٻوليءَ جي ڀيٽ ۾ سنڌي ٻوليءَ کي دريٺ مشڪلاتون، سنڌي ثقافت کي جاگر ڪرڻ ۽ ميڊيا جو ڪردار متعلق پنهنجي رائي آڻي سگهندا.

شهبو، استادن جي تعليم، پوءِ (رهنمائي) آفاڪر اچي

(3)

## سنڌي ٻوليءَ جو نصاب

پڙهڻ پهرين سنڌي ٻوليءَ ۾ ادب جي تاريخ

عنوان	ڪتاب ۽ ليکڪ
<ul style="list-style-type: none"> <li>• زبان جو تعارف</li> <li>• سنڌي ٻوليءَ جو پڻ بنياد</li> <li>• سنڌي زبان ۽ ادب جي تاريخ</li> <li>• سنڌي آئوٽا يولنگ ۽ رسر انٽيڪسٽس اوسر</li> <li>• سنڌي زبان جي اڪيڊمي ۽ ان جو سماجي تاريخي ۽ ثقافتي پسمنظر</li> <li>• سنڌي ٻوليءَ ۾ ادب ۽ ڪلاسيڪل ۽ جديد شاعرن جو هڪڙو تاريخي قانون شاهه مڪرم - نارائڻ شيام اسٽاڊ بخاري</li> </ul>	<p>سنڌي ٻوليءَ جي مختصر تاريخ ۽ ادبڪن ٽيڻي بخش بلوچ ۽ ماهڪشون اسٽڊي سينٽر سنڌ يونيورسٽي - 1990ع</p> <p>سنڌي ٻوليءَ جو پڻ بنياد ۽ ادبڪن هلال علي الانا سنڌيڪا اسٽڊي سنٽر ڪراچي 1974</p> <p>سنڌي ادب جي مختصر تاريخ ۽ ادبڪن جوشي جو عبدالجبار سنڌي ڪتاب حيدرآباد سنڌ 1973ع</p>

پبلڪيشن پيپلز

عنوان	ڪتاب
<ul style="list-style-type: none"> <li>• نثر جا آهي</li> <li>• نثر جا نثر</li> <li>• نثر جون صنفون - مضمون، السائون، سفرنامو، ڊرامو، ناول</li> <li>• نثر جي ليکڪن جو مختصر اڀياس</li> <li>• مرزا قليچ بيگ</li> <li>• ڊي.اڇ. پير وٺل مهر چند آڏواڻي</li> <li>• پروفيسر ٽي. بخش خان بلوچ</li> <li>• اياز قاري</li> <li>• مدينتا محبوب</li> <li>• الهادي شيخ</li> </ul>	<p>ڄام مغلان محمد اسماعيل مياڻي سنڌي ادبي بورڊ ڄامشورو</p> <p>پهرين ڇاپو 1974ع ۽ ٻيو 2005ع</p>

شعبو، استادن جي تعليم، يونيورسٽي آف ڪراچي

پڙهت ٿيندڙن لاءِ اڻپڙهيا

ڪتاب	عنوان
<p>شاعري جون ڪتابون - فقير عباسي - سنڌي انسٽيٽيوٽ آف انٽرنيشنل</p> <p>حيدرآباد سال 2007ع</p> <p>سنڌي ادب جي مختصر تاريخ، ڊاڪٽر عبدالجبار چوڌري</p>	<ul style="list-style-type: none"> <li>• سنڌي شاعريءَ جو مختصر اڀياس</li> <li>• شاعريءَ جون ڪتابون</li> <li>• بيت</li> <li>• واٽر</li> <li>• نظم</li> <li>• غزل</li> <li>• آزاد نظم</li> <li>• مائي ڪو</li> <li>• آزاد</li> <li>• مختلف شاعرن جو اڀياس</li> <li>• شاعر عبداللطيف</li> <li>• سچل سرمست</li> <li>• مختلف ٻيا پيوس</li> <li>• شاعري اڀار</li> </ul>

پڙهت ٿيڻ واري ڪتاب

ڪتاب	عنوان
<p>سنڌي ويا ڪوئو سڙا ٿاڻي بيگم سنڌي ادبي بورڊ 1960ع</p> <p>گل شعبي دوران سلامت واه آڏوئي سنڌي ادبي بورڊ</p> <p>ڄامشوري 1905ع</p> <p>سنڌي ٻوليءَ جي ٻوليءَ جي ڊاڪٽر شمس الدين عرساڻي</p> <p>روشنيءَ جي ٻوليءَ جي ڪتاب 1997ع</p> <p>پهاڪن جي ٻوليءَ جي ڪتاب 1989ع</p>	<ul style="list-style-type: none"> <li>• ڪاڪاڙيءَ جا لفظ</li> <li>• فعل جو هٿيار ڪاڪاڙيءَ جي زماني ۾</li> <li>• پهاڪن جون ڪتابون</li> <li>• پهاڪن جا ڪتاب - ٻوليءَ جي ڊاڪٽر</li> </ul>

شعبو استادن جي تعليم روزنورسلي آف ڪراچي

عنوان	ڪتاب
<ul style="list-style-type: none"> <li>• سنڌي ٻوليءَ جي آرمي ۽ بيخالاتو آرمي حيثيت</li> <li>• سنڌي ٻوليءَ ۽ جديد ٽيڪنالاجي جو استعمال</li> <li>• سنڌي ٻوليءَ جي پيٽ پر سنڌي ٻوليءَ کي ترقي بخش</li> <li>مشڪلاتون</li> <li>• سنڌي لغات کي ڄاڻو ڪرڻ پر ميڊيا جو ڪردار</li> </ul>	<p>مختلف تحقيقي جنرل پبليڪيشن ٽيل مڌا ۽ مضمون تحليلي جنرل ڪتابچي ڪتابچي ۽ ڪارو ڪارو ڪارو</p>

## نگران

پروفيسر ۽ اڪثر شڪار شڪار

۽ اڪثر صفيءَ حرج

ڪراچي

اين ليڪچرر ايجوڪيشن، يونيورسٽي آف ڪراچي

انچارج، اسسٽنٽ پروفيسر، پارٽيٽ آف ڊيپارٽمنٽ آف ايجوڪيشن، يونيورسٽي آف

## نصاب تيار ڪندڙ

پروفيسر ۽ اڪثر ناميد پروفيسر

ڊاڪٽر علي پروفيسر

ملاڪو ڪراچي

پروفيسر سنڌي ۽ پارٽيٽ يونيورسٽي آف ڪراچي

اسسٽنٽ پروفيسر گورنمينٽ ايليمينٽري ڪاليج آف ايجوڪيشن ايجوڪيشن ڪراچي

ليڪچرر گورنمينٽ ايليمينٽري ڪاليج آف ايجوڪيشن شاهه فيصل ڪالوني، ڪراچي

شعبو استادن جي تعليم، يونيورسٽي آف ڪراچي

**Course Code:** DTE-351  
**Semester:** 01  
**Credit Hours:** 03  
**Course Title:** General Science

### **OBJECTIVES:**

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

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

### **UNIT – 1: COURSE OVERVIEW**

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

### **UNIT – 2: POPULATIONS AND ECOSYSTEMS**

- Basic needs of living things
- Ecosystems and Habitats
- Teaching “Populations and Ecosystem” in elementary grades.

### **UNIT – 3: DIVERSITY AND ADAPTATIONS**

- Diversity of living things  
Systems of classification
- Adaptations for survival  
Evolution and Diversity
- Teaching “Diversity and Adaptations” in elementary grades

### **UNIT – 4: EARTH – THE BLUE PLANET**

- Earth – an inhabitable planet  
Weather and Seasons  
Categorizing the world by continents, biomes, vegetation zones, climate zones, etc.

- Constant changes on Earth – rock cycle  
Rivers (erosion / sedimentation)  
Earthquakes and Volcanoes
- Teaching “Earth – The Blue Planet” in elementary grades

#### **UNIT – 5: FORCE AND MOTION**

- Relationship among force, mass, and motion of an object.
- Non-linear motion and accelerated motion. (Laws of motions)
- Teaching “Force and Motion” in elementary grades.

#### **UNIT – 6: PROPERTIES AND MATTER**

- Physical properties of matter, including melting point, boiling point, hardness, density, and conductivity.
- States of matter: solid, liquid, gas
- Teaching “Properties of Matter” in elementary grades

#### **REFERENCES**

- *Inquiry – Thoughts, View, and Strategies for the K-5 Classroom* – National Science Foundation
- Lederman, N. & Abd-El-Khalick, F. (not dated). “Avoiding De-Natured Science: Activities That Promote Understandings of the Nature of Science” retrieved from [http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching\\_the\\_NatOSci.pdf](http://toolbox.learningfocused.com/data/0000/0014/2125/Teaching_the_NatOSci.pdf).
- *Ready, set, Science ! Putting Research to Work in K-8 Science Classrooms* – National Research Council
- *Taking Science to School: Learning and Teaching Science in Grades K-8* – National Research Council
- *Target Science – Chemistry* by Michael Clugston & Roslind Fleming
- *Target Science – Physics* by Stephen Pople
- *The Teaching of Science in Primary Schools* – Wynne Harlen

**Course Code:** DTE-361  
**Semester:** 01  
**Credit Hours:** 03  
**Course Title:** **GENERAL METHODS OF TEACHING**

**OBJECTIVES:**

After completion of this course students will be able to:

- Explain the basic concepts of teaching.
- Demonstrate the essential attributes of the effective teacher.
- Describe the importance and types of teacher planning...
- Practice different teaching methods in classroom.
- Organize classroom discussion and demonstrate its appropriate use.
- Apply various techniques to motivate students.
- Select appropriate audio visual aids in classroom teaching.
- Prepare lesson plans.

**UNIT – 1: TEACHING AND LEARNING IN SCHOOL**

- Sources of Information about Effective Teachers
- Sources of Information about Learning in School.

**UNIT – 2: CLASSROOMS ARE BUSY PLACES**

- Sources of Complexity in the Classroom
- Managing Complexity

**UNIT – 3: TEACHER-CENTRED AND STUDENT-CENTRED METHODS**

- Key concepts
- Model Lessons

**UNIT – 4: LECTURE, DEMONSTRATION, DISCUSSION, QUESTIONS, AND COOPERATIVE LEARNING**

- Cooperative Learning
- Lecture, Demonstration, and Discussion
- Asking questions : Open and closed question

**UNIT – 5: TEACHER – STUDENT AND STUDENT – STUDENT INTERACTIONS THAT SUPPORT LEARNING IN THE CLASSROOM**

- Constructive Interactions between Teacher and Students
- Constructive Interactions between students

**UNIT – 6: DESIGNING INSTRUCTION: GOALS AND OBJECTIVES; ASSESSMENT; PLANS; AND MATERIALS**

- Sources of Knowledge for Designing Lessons
- Assessment
- Instructional Materials
- Review and Synthesis

**UNIT – 7: SELF-REGULATED LEARNING**

- Self-Regulated Learning

## REFERENCES

- Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No.10). Geneva: International Bureau of Education. Retrieve from
- <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

**Course Code:** DTE-312  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** ENGLISH-II (COMMUNICATION SKILLS)

### **OBJECTIVES:**

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

- use English confidently and independently,
- discriminate between formal and informal language use,
- communicate effectively in speech and writing with different audiences for a variety of purposes,
- communicate their own ideas clearly by applying their knowledge of grammar and usage in written and oral presentations,
- identify the main stylistic features of descriptive, narrative, persuasive and argumentative texts.

### **UNIT – 1: EFFECTIVE COMMUNICATION**

- Effective communication
- Means of communication
- Organizing a message

### **UNIT – 2: MAKING ORAL PRESENTATIONS**

- Effective Presentations
- Presenting in a logically organized manner

### **UNIT – 3: SOUND PATTERNS, TONE & PURPOSE**

- Sound patterns and tone
- Modes of communication
- Audience specific
- Understanding the purpose

### **UNIT – 4: PERSUADING AUDIENCE**

- Public speaking
- Being interviewed
- Persuasive writing

### **UNIT – 5: COLLECTING & PRESENTING INFORMATION**

- Collecting information
- Graphical information
- Collecting and presenting data objectively

### **REFERENCES**

- Eastwood, J. (2005) Oxford Practice Grammar, Karachi: Oxford University Press.
- Howe, D.H. & Kilpatrick, L. (2008) English for Undergraduates, Oxford: Oxford University Press
- Swan, J. Practical English Usage (3<sup>rd</sup> editions) Oxford University Press
- Thomson and Martinet, A Practical English Grammar (Intermediate) Oxford University Press.
- Write better, Speak better (2005) Editors of Readers Digest. Readers' Digest Association

**Course Code:** DTE-322  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** COMPUTER LITERACY

**OBJECTIVES:**

Trainee-teachers develop confidence and an aptitude for using computers and will be able to:

- use computer technology as a tool for communication & collaboration, problem solving,
- create productivity materials related to teaching profession (lesson plans, result sheets etc),
- use computers technology for personal & professional growth, for research and generating new knowledge and
- explore new technologies/knowledge for career growth as lifelong learners.

**UNIT – 1: INTRODUCTION TO COMPUTER**

- History and Classification of Computers
- Introduction to Computers-Learning about Input Devices
- Learning about different parts (hardware) of Computer and Accessories

**UNIT – 2: LEARNING COMPUTER BASICS AND INTERNET**

- Interfacing with Computer Hands-on activities
- Working with the Operating System
- Types of Storage Devices
- Internet Basics
- Introduction to different types of Networks (LAN/WAN, Wireless)

**UNIT – 3: USING PRODUCTIVITY APPLICATIONS (WORD PROCESSING)  
(MICROSOFT WORD, OPEN OFFICE-ORG WRITER)**

- Using Productivity Applications (Word Processing) (Microsoft Word, Open Office-org Writer)

**UNIT – 4: USING PRODUCTIVITY APPLICATIONS (SPREADSHEET)**

- Using Productivity Applications (Spreadsheet) (Microsoft Excel, Open Office.org Calc)

**UNIT – 5: USING PRODUCTIVITY APPLICATIONS (MULTIMEDIA) (MICROSOFT  
POWERPOINT, OPEN OFFICE.ORG IMPRESS)**

- Using Productivity Applications (Multimedia Presentation) (Microsoft PowerPoint, Open Office.org Impress)

**Course Code:** DTE-332  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** CLASSROOM MANAGEMENT

### **OBJECTIVES:**

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

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

### **UNIT – 1: LEARNING THEORIES AND CLASSROOM MANAGEMENT**

- Classroom Management
- Beliefs about Classroom Management
- Classroom Observations
- Features of Classroom Management (Physical, Environment, Social Environment)
- Effective Classroom Environment

### **UNIT – 2: CURRICULUM AND CLASSROOM MANAGEMENT**

- Planning motivation, teaching and assessing the curriculum
- Differentiation of instruction
- Multi-grade classrooms
- Over-crowded classroom

### **UNIT – 3: ROUTINES, SCHEDULES AND TIME MANAGEMENT IN DIVERSE CLASSROOMS**

- Classroom “routines”
- Multi-grade context
- Specific subject content
- Cooperation and collaborative learning

### **UNIT – 4: CREATING SHARED VALUES AND COMMUNITY**

- Community inside and outside the classroom
- Community participation
- Ethic of care
- Accountability

### **UNIT – 5: PLANNING THE CLASSROOM ENVIRONMENT**

- Peer critique
- Review of final projects
- Summary

### **REFERENCES**

- %20Classroom%20Management%20That%20Works.pdf
- 2.Chapter 1-Introduction to Proactive Classroom Management
- Classroom Management That Works: Research Based Strategies for Every Teacher by Robertt J. Marzano, Jana S. Marzano, Debra Pickering
- <http://smkbp.com/attachments/Ebook%20->
- <http://educationnorthwest.org/webfmsend/1152>

- <http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/HenleyCh1IntroductiontoProactiveClassroomManagement.pdf>
- The Multi-grade Classroom: A Resource Handbook for small Rural Schools-Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory, Portland, Oregon 97204.
- The PDF versions of each of the books listed below can be read online for free from the web-links given below:

**Course Code:** DTE-342  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** GENERAL MATHEMATICS

**OBJECTIVES:**

Students will:

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

**UNIT – 1: NUMBERS AND OPERATIONS**

- Numbers and Operations
- Place Value Numbers and Operations
- Fractions and Decimals
- Percent Ratios and Proportion Rates
- Integers
- 

**UNIT – 2: ALGEBRA**

- Algebra as Generalized Arithmetic Patterns
- Algebraic
- Terminology, the concept of  $x$  as a variable, coordinate graphs, multiple representations, the concept of identity.
- Linear functions order of operations
- Square expressions and equations symbol manipulation

**UNIT – 3: GEOMETRY AND GEOMETRIC MEASUREMENT**

- Polygons
- Undefined terms in geometry, identification and construction of angles
- Geometric Measurement Area and Perimeter of polygons
- Geometric Measurement: Circumference and Area of Circles
- Surface Area of Cuboids and Cylinders
- Volume of Cuboids and Cylinders, introduction to the Pythagorean Theorem

**UNIT – 4: INFORMATION HANDLING**

- Graphic displays of information
- Measures of dispersion and central tendency

## REFERENCES

- *Elementary and Middle School Mathematics: Teaching Developmentally*, by John A. Van de Walle, Karen Karp, and Jennifer Bay Williams, published by Pearson Education.
- *How Students Learn: History, Mathematics, and Science in the Classroom*
- <http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>.
- *Mathematics Explained for Primary Teachers*, by Dereck Haylock, published by SAGE Publications.
- *Mathematics for Elementary School Teachers*, by Tom Basserear, published by Brooks Cole.
- *What does Good Mathematics Instruction Look Like?*
- [www.nap.edu/catalog.php?record\\_id=10126#toc](http://www.nap.edu/catalog.php?record_id=10126#toc) published by National Academic Press.

**Course Code:** DTE-352  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** PAKISTAN STUDIES

**OBJECTIVES:**

To create awareness among students about Pakistan as an enlightened nation , comparing it with the rationale and endeavors for Pakistan’s creation;

- To educate students about key concept in the disciplines comprising Pakistan Studies (history, geography, economics and political science);
- To assist students to identify various perspectives on current, persistent and controversial issues in Pakistan; identify their own position and be able to support it;
- To inculcate in students the sense of patriotism, tolerance, active citizenship, and respect for cultural diversity and religious harmony.
- To encourage students to design and implement a project to promote active and responsible citizenship.

**UNIT – 1: HISTORICAL PERSPECTIVES**

- Introduction; The concept of civilization
- Skills development
- Ideological rationale with reference to important personalities
- Factors leading to the birth of a nation
- Struggle for Pakistan

**UNIT – 2: LAND AND PEOPLE**

- Geography of Pakistan
- Map skills
- Physical features of Pakistan
- Weather and climate; Factors affecting weather and climate
- Environmental problems in Pakistan
- Movement and Human environment interactions
- Population and its effects on economy

**UNIT – 3: BASIC ECONOMICS**

- Basic Concepts of Economics
- Economic system
- Sectors of the economy – Agriculture
- Sector of the economy – Industry
- Sectors of the economy – Trade
- Economic development

**UNIT – 4: GOVERNMENT AND POLITICS IN PAKISTAN**

- The Government of Pakistan
- Objective Resolution
- The Political & Constitutional Phases
- Citizen Participation

## **UNIT – 5: CONTEMPORARY PAKISTAN**

- Contemporary Pakistan
- Contemporary Issues
- The Future of Pakistan
- Consolidation of the course

### **REFERENCES**

- Abid, S.Q. (2007). *A Muslim Struggle for Independence: Sir Syed to Muhammad Ali Jinnah*. Lahore: Sang-i-Meel.
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- Choudhary, G.W. (1969). *Constitutional Development in Pakistan*. London: Longman Group Ltd.
- Dean, B.L., Joldoshalieva, R., Fazilat, A. (2006). *Creating a Better World: Education for Citizenship, Human rights and Conflict Resolution*. Karachi: AKU-IED
- Kennedy, C. (Ed.) (2006). *Pakistan 2005*. Karachi: Oxford University Press.
- Malik, H. & Gankovsky, Y.V. (Eds.) (2006). *The Encyclopedia of Pakistan*. Oxford University Press.
- Rabbani, M.I. (2003). (Revised Edition). *Introduction to Pakistan Studies*. Carvan Book House
- Shafqat, Saeed, *New Perspective on Pakistan: Visions for the Future*, Karachi, Oxford University Press, 2007. *Voting for our future*. Islamabad: The Asia Foundation

**Course Code:** DTE-362  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** **METHODS OF TEACHING ISLAMIC STUDIES**

**Objectives:**

The course will enable learners to:

1. Explain the basic concepts of teaching.
2. Demonstrate the essential attributes of the effective teacher.
3. Describe the importance and types of teacher planning...
4. Practice different teaching methods in classroom.
5. Organize classroom discussion and demonstrate it's appropriate use.
6. Apply various techniques to motivate students.
7. Select appropriate audio visual aids in classroom teaching.
8. Prepare lesson plans.

**Course Outline:**

**Unit 1: Introduction**

- 1.1. Definitions of Teaching
- 1.2. The concept of Effective Teaching
- 1.3. Role of teacher for conducive learning environment
- 1.4. Personal Characteristics of an Effective Teacher
- 1.5. Professional Characteristics of an Effective Teacher
- 1.6. The concepts of Teaching Methods, Strategies and Techniques

**Unit 2: Lesson Planning in Teaching**

- |                                   |                     |
|-----------------------------------|---------------------|
| 2.1 The Need for lesson Planning  | 2.4 Daily Planning  |
| 2.2 Approaches to lesson Planning | 2.5 Unit Planning   |
| 2.3 Weekly Planning               | 2.6 Course Planning |

**Unit 3: Steps in Lesson Planning**

- |                    |                            |
|--------------------|----------------------------|
| 3.1 Introduction   | 3.4 Application            |
| 3.2 Presentation   | 3.5 Recapitulation         |
| 3.3 Generalization | 3.6 The Lesson Plan Format |

**Unit 4: Pedagogy by Level**

- 4.1 Pedagogy of early childhood education
- 4.2 Pedagogy of elementary education

**Unit 5: Inquiry Method**

- 5.1 The Inductive Method
- 5.2 Deductive Method of inquiry
- 5.3 Scientific Method
- 5.4 The Problem Solving Approach
- 5.5 Advantages and Limitations of Inquiry Method

**Unit 6: Activity Methods & Cooperative learning**

- 6.1 Individual Project

- 6.2 Group Project
- 6.3 Research Projects
- 6.4 Cooperative learning
- 6.5 Techniques of cooperative learning
- 6.6 Advantages and Limitations of activity and cooperative Method

***Unit 7: Demonstration Method***

- 7.1 What is Classroom discussion
- 7.2 Planning the Discussion
- 7.3 Organizing the Discussion
- 7.4 Practicing in asking questions
- 7.5 Practicing in answering the questions
- 7.6 Assessing the discussion
- 7.7 Advantages and Limitations of Discussion Method

***Unit 8: Student Motivation***

- 8.1. Concept of Motivation
- 8.2. Intrinsic Motivation
- 8.3. Extrinsic Motivation
- 8.4. Theories of Motivations
- 8.5. Strategies to Motivate Students

***Unit 9 Teaching Skills***

- 9.1. Set induction
- 9.2. Presentation
- 9.3. Identify learning difficulties of students
- 9.4. Prepare lesson according to individual needs
- 9.5. Students Evaluation

***Unit 10 Teaching Tools***

- 10.1 Selecting the Audio Visual Material
- 10.2 Planning To Use the Materials
- 10.3 Preparing For the Audio Visual Activity
- 10.4 Kinds of AV Materials
  - \* White Board / Marker
  - \* Charts, Posters, Maps, Graphs & Models
  - \* Text Books
  - \* Hand Outs
  - \* Projectors
  - \* Multimedia

***Recommended Books & References***

- Allen, Mendler, (2009).”Motivating Students Who Don't Care”: Successful Techniques for Educators. Amazon.com
- Arends, R.I. (2007) “Learning to Teach” (7th Edition, McGraw Hill International Edition). Boston: McGraw Hill.
- Ellington, H et al. (2005) “Handbook of Educational Technology” (3rd Edition). London: Kogan Page Limited.

**Course Code:** DTE-411  
**Semester:** 03  
**Credit Hours:** 03  
**Course Title:** TEACHING LITERACY SKILLS

**OBJECTIVES:**

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

- Describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving.
- Identify phases of second language development and the implications for reading and writing instruction.
- Identify various phases in reading development.
- Explain the reciprocal nature of reading and writing and the effects of children’s language on their development as readers and writers.
- Develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language.
- Differentiate instruction through various classroom organizational structures and teaching strategies.
- Identify supports for learning to read and write, including family and community.

**UNIT – 1: WHAT IS READING AND WRITING**

- Introduction
- Components of Reading
- Stages of Second Language Acquisition
- Reading and spelling Development
- Writing Development

**UNIT – 2: GROWING UP TO READING AND WRITE: EARLY READING AND WRITING**

- Phonological Awareness
- Word Recognition
- Book Reading
- Literacy-Rich Classroom Environment

**UNIT – 3: BECOMING READERS AND WRITERS (GRADE 1-3)**

- Fluency
- Vocabulary
- Comprehension
- Matching Texts
- Guided Reading
- Writing

**REFERENCES**

- M.S. Burns, P. Griffin, and C.E. Snow (1999). Starting Out Right: A Guide to Promoting Children’s Reading Success. Washington, DC: National Research Council

**Course Code:** DTE-421  
**Semester:** 03  
**Credit Hours:** 03  
**Course Title:** ART, CRAFTS AND CALLIGRAPHY

### **OBJECTIVES:**

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

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

### **UNIT – 1: INTRODUCTION TO ARTS, CRAFT & CALLIGRAPHY**

- What are Arts, Craft and Calligraphy?
- The role of Teacher in teaching Art
- Influence of the arts in children’s development
- Calligraphy- The emergence of Islamic Calligraphy
- Ceramics and Sculpture
- Puppetry in Pakistan

### **UNIT – 2: HISTORY AND CULTURE**

- Indus Civilization, Exploration of history through a museum visit
- Art and Architecture (from Indus to Mughal)
- Islamic Art and Calligraphy (Introduction of art and craft and Calligraphy/ origin from Persian artist and their calligraphy)
- Pakistan Calligraphers (Anwar Jalal Shimza, Rasheed Butt, HanifRamy, ZahoorulAkhlaq, Arshad, Sadqain, Shakir Ali, Gul Gee, Aslam Kamal)
- Review of this Unit

### **UNIT – 3: HISTORY AND CULTURE**

- Introduction to the Cubism Understand the Cubism
- Pakistani Artist’s (Work in Realism e.g. Shakir Ali MansoorRahi)
- Calligraphy- The emergence of Islamic Calligraphy, Ceramics and Sculpture, Puppetry in Pakistan, Abstraction, Origin and History of Abstract etc., Explore the work of Pakistani Artists in abstract (Ahmed Pervaiz, LubnaLatif, Maqsood Ali, Anwar Amqsood, Hameed Ali), Hands on activities, Indigenous art, Poetry ceramics, textile etc. hands on activity, Art across the curriculum
- Ideas to integrate art with languages, science social studies, mathematics, etc.

### **UNIT – 4: ELEMENTS OF ART AND PRINCIPLE OF DESIGN**

- Understanding elements of art (line, shapes, color, texture, and space and volume)
- The importance of lines and its use in art work, Kinds of lines
- Use of color (Color wheels, tints, tones and shade)

- Use of Space and value in 2D and 3D art Texture
- Use of Space and value in 2D and 3D art texture (Natural and man Made)
- Introduction of principle of design (unity, variety, balance, contrast, emphasis and pattern and proportion)
- Drawing / techniques of rendering, Still Life, Painting, Printing, Landscape
- Shapes- Organic and Geometrical shapes, Sculpture, Landscape
- Stick Drawing and conclusion and review of the unit
- What is assessment in art curriculum, How and why we assess creativity
- Review the recommendations proposed in the national curriculum grades
- Design rubric/ checklist for portfolio
- Set criteria for presentation/ display/ peer and self-assessment etc.

## REFERENCES

- Barbes, R. (1996). *Teaching art of young Children 4-9* . London and New York: Routledge, (1996).
- Eisner, E. (2002). *The Arts and Creation of Mind, Chapter 4, What the Art teach and How it Shows*, S.l: Yale University Press, NEFA Publication, (2002)
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- Jenkins, P D. 1086. *Art for the fun of it. A Guide for teaching young children*.USA : Simon & Schuster, 1986.
- M., Dowling. (1992). *Education 3-5* UK: Athenaeum, (1992)
- Mathews, J. 1994. *Helping Children to Draw & paint in early children. Children and Visual representation*. London: Hodder& Stoughton., 1994
- P., Gura (1996). *Resources for Early Learning Children, Adults and Stuf*. London: Hodder& Stought

Course Code: DTE-431  
Semester: 03  
Credit Hours: 03  
Course Title: TEACHING OF URDU/REGIONAL LANGUAGES

URDU

431 تدریس اردو  
مندرجات

پہلا پونٹ:

ہذا زبان کا نظریہ (Theory of language)  
ہذا آسوزش زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)  
ہذا اردو زبان کا متنوع ماحول  
ہذا اردو کی بنیادی لسانی خصوصیات (صوتی، بقواعدی، متنی)  
ہذا اردو سے متعلق غلط فہمیوں کا ازالہ  
ہذا اردو کی تدریسی تدابیر  
ہذا جدید سہلی ڈیزائن  
ہذا تدریسی تکنیک  
ہذا رسمی بصری اعانات

دوسرا پونٹ:

ہذا اوصاف خوش خوانی / کرداری مقاصد  
ہذا بنیادی لسانی عادات / مہارتیں / تعارف  
ہذا یونان اور سننا  
ہذا قصے کہانی کی تدریس  
ہذا دوران تحصیل تدریس  
ہذا مطالعے کی تدریس  
ہذا پرائمری سطح پر تدریس نظم  
ہذا ملل سطح پر تدریس نظم  
ہذا فی البدیہہ نظم گوئی

تیسرا پونٹ:

ہذا طریقہ ہائے تدریس کا تعارف  
ہذا الف، ہائی، مخلوٹی، تجلیلی طریقے  
ہذا عملی، تفصیلی اردو  
ہذا زبان شناس کی تدریس  
ہذا تدریس قواعد  
ہذا تدریس قواعد  
ہذا رول پلے، بازی

FEED BACK

(ابتدائی و ثانوی سطح کے مطابق)  
(ابتدائی و ثانوی سطح کے مطابق)

☆ فنکشنل و عملی طریقے  
☆ تدریسی تدابیر

چوتھا ایونٹ:

☆ جائزہ و آزمائش تعارف  
☆ سوالات کی تکنیک، مشق  
☆ کلوز پیج، کثیر الانتخابی  
☆ آزمائش (Test)  
☆ سوالنامے  
☆ پروجیکٹ  
☆ اسائنمنٹ

حوالہ جات

Tariq Rehman Dr., The Teaching of Urdu in British India, "The Annual of Urdu Studies", Vol. 15, P.36, Urdustudies.com., University of Wisconsin. Ibid, P.35

۲۔ ڈاکٹر عبیدہ بیگم، فورٹ ولیم کالج کی ادبی خدمات، امین آباد لکھنؤ، ۱۹۸۳ء، ص ۶

۳۔ ڈاکٹر عبیدہ بیگم، ایضاً، ص: ۶۱

۴۔ ڈاکٹر مس رضیہ نور محمد، اردو زبان و ادب میں مستشرقین کی خدمات تحقیقی و تخلیقی جائزہ، مکتبہ خیابان ادب، لاہور، اپریل ۱۹۸۵ء، ص: ۶۱

۵۔ ڈاکٹر مس رضیہ نور محمد، ایضاً، ص: ۵۲

۶۔ ڈاکٹر عطش درانی، اردو زبان اور یورپی اہل قلم، سبک میل پہلی کیشنز، ۱۹۸۷ء، ص: ۴۱

۷۔ ایضاً، ص: ۴۱

۸۔ ڈاکٹر عبیدہ بخولہ بالا، ص: ۵۶

۹۔ بخولہ بالا، ص: ۵۶

۱۰۔ بخولہ بالا، ص: ۹۲

۱۱۔ بخولہ بالا، ص: ۹۳

۱۲۔ بخولہ بالا، ص: ۷۴

۱۳۔ بخولہ بالا، ص: ۷۴

۱۴۔ آغا افتخار حسین، یورپ میں اردو، مجلس ترقی ادب، لاہور، ص: ۴۳

Tariq Rehman, Op.cit., P:37-۱۵

۱۶۔ آغا افتخار حسین، بخولہ بالا، ص: ۴۳

۱۷۔ اختر ضیائی، برطانیہ میں اردو، بخوالہ بیرونی ممالک میں اردو، مرتبہ: ڈاکٹر انعام الحق جاوید، مشترکہ قومی زبان، اسلام آباد، ۱۹۹۶ء،

ص: ۲۶۲

(ب) ذہنی آمادگی (Brainstorming)

(ج) سوالات کرنے کا فن

(د) سبقی خاکہ (Lesson Plan)

کتاب برائے مطالعہ

- |  |  |
|--|--|
| ۱۔ اسلامیات اور اس کے تدریسی خاکے                              | علی اوسلہ صدیقی۔ کراچی                 |
| ۲۔ اصول تعلیم اور طریقہ ہائے تدریس                             | فضل احمد                               |
| ۳۔ فلسفہ تدوین نصاب  | شیر کاظمی                              |
| ۴۔ تدریسی معادلات  | ڈاکٹر فیروز حیات                       |
| ۵۔ تدریس اسلامیات کو ڈیڑ نمبر ۶۵۳، برائے B.ed                  | علامہ اقبال اوپن یونیورسٹی، اسلام آباد |
| ۶۔ تدریس اسلامیات  | ابیس ایم شاہد۔ مجید بک ڈپولہ ہونڈ      |
| ۷۔ نصابی کتب اسلامیات (جماعت سوم تا ہفتم)                      | سندھ ٹیکسٹ بک بورڈ جامشورو، سندھ       |
| ۸۔ نبی کریم ﷺ کے انداز تعلیم و تربیت میں انسانی نفسیات کا لحاظ | ڈاکٹر جنید احمد                        |
| ۹۔ عہد نبوی کا اسلامی تمذون                                    | ریاض احمد۔ ادارۃ القرآن کراچی          |

۱۰۔ Mode of Education in The Light of Prophet's Teaching By: Dr. Shah

Moeenuddin Hashmi, Monthly Al Dawa, Dawa Academy, International Islamic University, Islamabad. May 1998.

(آي ڊي اي/بي ايڊ ايليمينٽري (آنرز)

سال ٻيو/ سيمسٽر ٽيون

ڪريٽ: 3

**شرطي:**

سنڌيءَ جي تدريس لاءِ هن ڪورس ۾ صرف اهي شاگرد اهل هوندا جيڪي پهرئين سيمسٽر ۾ سنڌيءَ ڪورس ڪاميابيءَ سان مڪمل ڪري چڪا هوندا.

**ڪورس جو تعارف:**

هن ڪورس ۾ تربيت هيٺ استاد ٻولي سکڻ جي نظريي ۽ ٻوليءَ جي شاهوڪار ماحول جي مختلف رخن جي حوالي سان ٻوليءَ جي تدريس کي سمجهندا. لسانيات جي ماهرن جو چوڻ آهي ته ٻوليءَ جي فطري پيدائشي نظام کان پهريان ئي اسان جي نماغ ۾ موجود هوندو آهي ۽ هن ئي پروگرام يونيورسل گرائمر چيو ويندو آهي. ٻار جي پالڪن ۽ نبي اسان کان بهتر ٻوليءَ جا سکندڙ هوندا آهن. انهيءَ نظريي هيٺ ابتدائي ۽ وچ وارن درجن جي درجابندي ڪئي وئي آهي. لساني مهارتن کي درجي بنديءَ هيٺ عملي تدريسي طريقن (ٻڌڻ، ڳالهائڻ ۽ سمجهڻ) ۾ ورهايو ويو آهي. ان کان سواءِ انهن مهارتن تي دسترس جي خيال کان سمعي و صوتي ۽ مڪمل طبعي عملي طريقن مان فائدو ورتو ويو آهي.

جائزي، پيمائش ۽ ان تي تنقيدي نگاهه وجهڻ استاد لاءِ تمام مفيد آهي. سبقن جا اشارا تدريسي حڪمت عملي جي ضمانت آهن، جيڪي استادن جي تربيت جو لازمي حصو آهن. ان لاءِ هن نصاب ۾ ايليمينٽري استاد پهرئين کان ٻئين درجي تائين سڀئي اشارا نه صرف پاڻ تيار ڪندا بلڪه ايليمينٽري مدرسن ۾ ان جي مشق ڪندا. هن ڪورس جي جنت اها آهي ته سڀئي اشارن ۽ عملي مشق ڪورس جو آخري يونٽ نه بلڪه ڪورس دوران جاري رهندي.

**ڪورس جا حاصلات:**

هن ڪورس جي پڄاڻيءَ تي تربيت وٺندڙ استاد ان قابل ٿي وائدا ته هو:

- ٻولي سکڻ جي نظريي ۽ ان جي فطري تقاضن کي سمجهي سگهن.
- سنڌي زبان شناسيءَ تي عبور حاصل ڪري سگهن.
- بنيادي لساني مهارتن (ٻڌڻ، ڳالهائڻ، لکڻ ۽ سمجهڻ) جي تدريس جي مختلف حڪمت عملي جو استعمال ڪري سگهن.

- جائزي ۽ آزمائش جا جديد ترين انداز سبقي اشارن ۾ استعمال ڪري سگهن.
- سنڌي پڙهائڻ جي مختلف تدريسي طريقن ۾ حڪمت عملي جو مظاهرو ڪري سگهن.
- ابتدائي کان وچولي سطح جي تدريسي ڪورس تي سمعي بصري سهڪاري ۽ سبقي اشارا تيار ڪري سگهن.

### ڪورس جو مختصر خاڪو

<ul style="list-style-type: none"> <li>❖ ٻوليءَ جو نظريو.</li> <li>❖ ٻولي سکڻ جا ذريعا (چمڪڻ کانپوءِ ۽ بعد جا محرڪ، ماءُ، پيءُ ۽ استاد)</li> <li>❖ سنڌي زبان جون بنيادي لساني خاصيتون (صوتي، فواعدي ۽ متن مطابق)</li> </ul>	<p>پهريون هفتو</p>
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موضوع	يونٽ ٻيو: ٻوليءَ جون بنيادي مهارتون، تدريسي حڪمت عملي ۽ جائزي جو طريقو ڪار
<ul style="list-style-type: none"> <li>❖ بنيادي ۽ لساني مهارتن جو تعارف (ٻڌڻ، ڳالهائڻ، پڙهڻ، لکڻ)</li> <li>❖ ٻڌڻ جي سرگرمين جون حڪمت عمليون فطري يا قدرتي طريقو، تڪراري طريقو، موسيقي وارو طريقو، صوتي امتياز، پيغام وارو طريقو، سمعي معاونت جو طريقو</li> <li>❖ ٻڌڻ جي مهارت ڄاڻڻ جا طريقا</li> </ul>	<p>ٻيو هفتو</p>
<ul style="list-style-type: none"> <li>❖ ڳالهائڻ جي مهارت جون تدريسي حڪمت عمليون</li> <li>❖ (ڏيکاريو ۽ ڳالهايو، تقرير، گڏيل بحث مباحثو، براما، مڪالم) مباحثو، گفتگو، مشاهدن جو</li> </ul>	<p>ٽيون هفتو</p>

<ul style="list-style-type: none"> <li>❖ پرائمري ۽ ايليمينٽري سطح تي نثر ۽ نظم ڪيئن پڙهائجي (تدريسي منصوبه بندي ۽ سبق جو نمونو)</li> <li>❖ پڙهڻ ۽ لکڻ سيکارڻ لاءِ نثر جا سبق (درجو پهريون ۽ ٻيو)</li> <li>❖ پڙهڻ ۽ لکڻ سيکارڻ لاءِ نظم جا سبق (درجو پهريون ۽ ٻيو)</li> </ul>	<p>ٽيون هفتو</p>
<ul style="list-style-type: none"> <li>• نثر جا سبق (ٽئين درجي کان اٺين درجي تائين)</li> <li>• نظم جا سبق (ٽئين درجي کان اٺين درجي تائين)</li> <li>• تدريس جا قاعدا (استقراتي ۽ استخراجي طريقو)</li> </ul>	<p>ڏهون هفتو</p>
<ul style="list-style-type: none"> <li>❖ سببن جي منصوبه بندي (تدريسي منصوبه بندي ۽ اسڪول ۾ تدريس)</li> <li>❖ تدريس نثر جا سبق (پهرئين کان ٻئي درجي تائين درجو)</li> <li>❖ نثر جي تدريس جا سبق (ٽئين درجي کان پنجين درجي تائين)</li> <li>❖ نثر جي تدريس جا سبق (ڇهين درجي کان اٺين درجي تائين)</li> </ul>	<p>يارهون هفتو</p>
<ul style="list-style-type: none"> <li>❖ نظم جي تدريس جا سبق (درجو پهريون کان ٻيو)</li> <li>❖ نظم جي تدريس جا سبق (درجو ٽيون کان پنجون)</li> <li>❖ نظم جي تدريس جا سبق (درجو ڇهون کان اٺون)</li> </ul>	<p>ٻارهون هفتو</p>
<ul style="list-style-type: none"> <li>❖ تدريس جا قاعدا (درجو پهريون کان ٻيو)</li> <li>❖ تدريس جا قاعدا (درجو ٽيون کان پنجون)</li> <li>❖ تدريس جا قاعدا (درجو ڇهون کان اٺون)</li> </ul>	<p>ٽيروهون هفتو</p>

<p>موضوع</p>	<p>جاري ٿيڻ وارو مهينو</p>
<ul style="list-style-type: none"> <li>• جائزي ۽ آزمائش جي تعريف</li> <li>• سوالن جي حڪمت</li> <li>• ڪلوز پيسج، گهڻا انتخاب</li> <li>• آزمائش (Test)</li> </ul>	<p>چوڏهون هفتو</p>

بيان، ڪهاڻيون، لطيفا ۽ نظمو وغيره	
<ul style="list-style-type: none"> <li>❖ ڳالهائڻ جي مهارتن جي چڪاس جا طريقا</li> <li>❖ پڙهڻ جي مهارتن جا بنيادي جزا</li> <li>❖ الفبا: آواز جي سڃاڻپ (Phonemic Awareness)</li> <li>❖ پ: آواز سان لفظن جي تعلق جي سڃاڻپ (Phonics)</li> <li>❖ پ: پڙهڻ ۾ رواني (Fluency)</li> <li>❖ پ: لفظن جو ذخيرو (Vocabulary)</li> <li>❖ پ: عبارت کي سمجهڻ (Text Comprehension)</li> </ul>	چوٿون هفتو
<ul style="list-style-type: none"> <li>❖ پڙهڻ جي مهارتن جون تدريسي حڪمت عمليون</li> <li>❖ الفبا: آواز جي سڃاڻپ سيکارڻ جون تدريسي حڪمت عمليون</li> <li>❖ پ: آواز ۽ اکر جي تعلق جي سڃاڻپ جون تدريسي حڪمت عمليون</li> <li>❖ پ: پڙهڻ ۾ رواني ۽ جون تدريسي حڪمت عمليون</li> <li>❖ پ: وڏي آواز سان پڙهڻ جون وصفون (اچار، رواني، پڙهڻ ۾ هيٺاهين مٿاهين، تفصيل)</li> </ul>	پنجون هفتو
<ul style="list-style-type: none"> <li>❖ لفظن جي ذخيرو جون تدريسي حڪمت عمليون</li> <li>❖ عبارت سمجهڻ جون تدريسي حڪمت عمليون</li> <li>❖ پڙهڻ جي مهارت کي ڇاڻڻ جا طريقا</li> </ul>	ڇهون هفتو

ٻيا ٻه سائين جا سائين	
<ul style="list-style-type: none"> <li>❖ قصن جي ذريعي/ڪهاڻي (تمثيل، ڊرامو، قصو پڙائڻ)</li> <li>❖ لساني راندين جي ذريعي (مئل لفظ جي جوڙجڪ ۾ اکر کي ڳولڻ)</li> <li>❖ اطلاعتي ذريعن جي وسيلي (ٽي. وي، ريڊيو، ڪمپيوٽر، ڪانڊاٽ جو مطالعو)</li> </ul>	ستون هفتو
<ul style="list-style-type: none"> <li>❖ سبقن جي جديد ترتيب</li> <li>❖ سبقن جي خاصي جو تعارف</li> <li>❖ تدريسي حڪمت عملي (نثر، نظم)</li> <li>❖ سمعي ۽ بصري معاونت</li> </ul>	اٺون هفتو

<ul style="list-style-type: none"> <li>• سوالناما</li> <li>• پرچا</li> <li>• اسانٽمينٽ (ٺٺل ڪم)</li> </ul>	<p>پندرھون ھفتو</p>
<ul style="list-style-type: none"> <li>• ابتدائي سطح جا سانچا (درجو پھريون کان ٽيون)</li> <li>• وچولي سطح جا سانچا (درجو چوٿون کان ڇھون)</li> <li>• مبل / وچولي سطح جا سانچا (درجو ستون کان اٺون)</li> </ul>	<p>سورھون ھفتو</p>

**Course Code:** DTE-441  
**Semester:** 03  
**Credit Hours:** 03  
**Course Title:** **TEACHING OF GENERAL SCIENCE**

### **OBJECTIVES:**

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

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

### **UNIT – 1: COURSE OVERVIEW: SCIENCE AND TEACHING**

- Life of scientists and the role of science in society
- Nature of science and its application for teaching
- Introduction to independent course project, possible topics, and criteria

### **UNIT – 2: ENERGY TRANSFER, TRANSFORMATIONS AND CONSERVATION**

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

### **UNIT – 3: INTERACTIONS OF ENERGY AND MATTER**

- Review of physical and chemical properties and physical change
- Solutions and solubility
- Conservation of mass in solutions
- Introduction to chemical reactions
- Difference between chemical and physical reactions
- The role of energy in explaining bonds
- Applications of electrolysis
- Teaching “interactions of Energy and Matter” in elementary grades

### **UNIT – 4: EARTH'S SYSTEMS UNDERGOING CONSTANT CHANGE**

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

#### **UNIT – 5: SOLAR SYSTEMS AND THE UNIVERSE**

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

#### **UNIT – 6: HUMAN BODY AS A SYSTEM**

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

#### **REFERENCES**

- Inquiry – Thoughts, Views, and Strategies for the K-5 Classroom \_National Science Foundation
- Ready, Set, Science, Putting Research to Work in K-8 Science Classrooms – National Research Council
- Taking Science to School: Learning Teaching Science and Grades K-8 National Research Council
- Target Science – Chemistry by Michael Clugston and Rosalind Fleming
- Target Science – Physics by Stephen People
- The Teaching of Science in primary schools – Wynne Harlen



## **UNIT – 5: EVALUATING ICT TOOLS AND RESOURCES FOR USE**

- Evaluating ICT Tools and Resources

### **REFERENCES**

- Journal of Research on Technology in Education (JRTE, International Society for Technology in Education (ISTE).
- Journal of Technology and Teacher Education (JTATE)
- Partnership of 21<sup>st</sup> Century Skills. 2010. Framework for 21<sup>st</sup> Century Learning.

**Course Code:** DTE-461  
**Semester:** 03  
**Credit Hours:** 03  
**Course Title:** TEACHING PRACTICE (SHORT TERM)

### **OBJECTIVES:**

Student Teachers will be able to:

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

### **UNIT – 1: BRIEFING AND ORIENTATION ABOUT THE SCHOOL VISIT**

- School location
- School history and details
- The purpose of the activity
- Protocol of the visit
- Ethics of the activities
- Dress code

### **UNIT – 2: SCHEDULING**

- Duration of each activities
- Time Table
- Group formation

### **UNIT – 3: THE SCHOOL VISIT**

- Observation checklists
- What to bring in school visit
- Staffing of the school visit
- Arriving in school
- Problem solving
- Collecting the data
- Taking leave

### **UNIT – 4: DATA ANALYSIS AND REPORTING**

- Reporting and De-briefing by prospective teacher
- Supervisor’s feedback and evaluation of the whole process

### **REFERENCES**

- Manual of Practical Teaching US Aid (2012)
- Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/onlinematerials/pulications/educationalpractices.html>
- Brophy, J. (1999). Teaching. (Educational Practice Series No. 1). Geneva: International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/en/services/onlinematerials/pulications/educationalpractices.html>

**Course Code:** DTE-412  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** CLASSROOM ASSESSMENT

### **OBJECTIVES:**

After completing this course, you will be able to:

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

### **UNIT – 1: INTRODUCTION TO CLASSROOM ASSESSMENT**

- Two Approaches to Classroom Assessment
- Knowledge, Reasoning and Skills Assessment
- Selected Assessment Concepts

### **UNIT – 2: CONSTRUCTING, ADMINISTERING AND SCORING A TEST**

- Constructing the unit upon which the test will be based
- Principles and rules for writing selected response
- Assembling your test II
- Essays –one way to assess complex learning and achievement
- Administer the test

### **UNIT – 3: INTEGRATING AND SHARING ASSESSMENT RESULTS**

- Characteristics of Effective and Ineffective feedback
- Sharing assessment results with others
- Practice –feedback to students and assessment result to parents

### **UNIT – 4: ASSESSMENT OF LEARNING AND ASSESSMENT FOR LEARNING**

- Distinguishing Features of formative assessment
- Formative assessment using performance tasks
- Formative assessment using portfolios

### **UNIT – 5: ISSUES IN CLASSROOM ASSESSMENT**

- Framing the classroom assessment issues in elementary schools in Pakistan

## **REFERENCES**

- Black, P., Harrison, C. Lee, C. Marshall, B. & William, D. (2010). *Assessment for learning: Putting it into practice*, Berkshire, UK: Open University Press.
- McMillan, J, H. (2011), *classroom Assessment: Principles and practices for effective standards-based instruction* (5<sup>th</sup> ed). Boston, Pearson.
- Stiggins, R. Arter, J. Chappuis J, and Chappuis, S. (2006) *Classroom assessment for student learning: Do it right using it well*. Boston: Pearson. This text has a DVD and CD.

**Course Code:** DTE-422  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** TEACHING OF ENGLISH

### **OBJECTIVES:**

On completing the course, student teachers are expected to:

- have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.
- be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
- be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
- be able to assess their students' language performance and progress using their own self-designed assessment procedures.
- know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.
- be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

### **UNIT – 1: APPLIED GRAMMAR**

- Sentence Pattern
- Phrases
- Sequence of tenses
- Question tags
- Voice (Active & Passive)
- Use of Articles
- Use of Prepositions
- Change of narration (Direct & Indirect)

### **UNIT – 2: COMPOSITION**

- Letter writing
  - a. Informal letters
  - b. Formal letters
- Essay writing
  - a. Narrative
  - b. Reflective
  - c. Descriptive
- Dialogues dealing with simple everyday life
- Precise writing and comprehension passage

### **UNIT – 3: SELECTION FROM PROSE**

- How to study by Dr. N. Melleson (Oxford Book for Colleges D.H. Howe)
- Silence by Robert Lynd (Intermediate English Book I, Sindh Text Book Board)
- Pakistan and The Modern World, Liaquat Ali Khan (Intermediate Eng. Book I, STBB)
- Hunger and Population Explosion, Anna Mckenzie, (Intermediate Eng. Book II, PTBB)

#### **UNIT – 4: SELECTION FROM PROSE**

- Seven Ages of Man from ‘As you Like It’ (William Shakespeare)
- The Solitary Reaper (William Words Worth)
- Say Not The Struggle (Naught Availeth Arthur Hugh Clough)
- Stopping by Wood on a Snowy Evening (Rober Frost)

#### **REFERENCES**

- Selection from various anthologies
- Oxford Book for Colleges, D.H. Howe
- Intermediate English Book-I, Sindh Text Book Board
- Intermediate Book-II, Punjab Text Book Board.

**Course Code:** DTE-432  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** TEACHING OF MATHEMATICS

### **OBJECTIVES:**

Students will:

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

### **UNIT – 1: PRIME & COMPOSITE NUMBERS FACTORS AND MULTIPLES**

- Anticipated Students Misconceptions
- Emergent Mathematical Thinking
- The Value of Student Errors

### **UNIT – 2: OPERATIONS WITH FRACTIONS**

- Mathematics with manipulative & Visual Aids
- Mathematical Problem Solving Strategies
- Discourse: Learning by Talking

### **UNIT – 3: GEOMETRIC RATIOS**

- Cognitive Demand of Mathematical Tasks
- The Balance between concepts & Skills
- Multiple representations for a single mathematical idea
- Mathematical Learning Styles and Modalities, mathematics and multiple intelligence theory
- Learning mathematics by writing
- Precision in mathematical vocabulary and syntax

### **UNIT – 4: DATA: ESTIMATION AND LARGE NUMBERS**

- Learning Mathematics with available technology

### **REFERENCES**

- *Elementary and Middle School Mathematics: Teaching Developmentally*, by John A. Van de Walle, Karen Karp, and Jennifer Bay Williams, published by Pearson Education.
- *How Students Learn: History, Mathematics, and Science in the Classroom*
- <http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>.
- *Mathematics Explained for Primary Teachers*, by Dereck Haylock, published by SAGE Publications.
- *Mathematics for Elementary School Teachers*, by Tom Basserear, published by Brooks Cole.
- *What does Good Mathematics Instruction Look Like?*
- [www.nap.edu/catalog.php?record\\_id=10126#toc](http://www.nap.edu/catalog.php?record_id=10126#toc) published by National Academic Press.

**Course Code:** DTE-442  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** SCHOOL, COMMUNITY AND TEACHER

**OBJECTIVES:**

Prospective teachers will be able to:

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

**UNIT – 1: SOCIETY, COMMUNITY AND EDUCATION**

- Society, community and education
- Functions of community and school
- Education and communities

**UNIT – 2: UNDERSTANDING SOCIAL INTERACTION IN SCHOOL AND COMMUNITIES**

- Levels of social interaction
- Elements of social interaction
- Types of social interaction
- School, teacher and social interaction

**UNIT – 3: SCHOOL AND CULTURE**

- Concept of culture
- Cultural elements in Pakistan
- Media, school and culture

**UNIT – 4: RELATIONSHIPS BETWEEN SCHOOL AND COMMUNITY**

- Social, cultural and community institutions
- School and community services

**UNIT – 5: SOCIAL INSTITUTION**

- Definition and types
- Critical analysis of the role analysis

**UNIT – 6: TEACHER'S ROLE IN SCHOOL AND COMMUNITY**

- Teacher and community
- Teacher as a change agent in community and school

## **UNIT – 7: WORKING CONTEXT OF PAKISTANI TEACHER**

- Teacher as a social activist
- Teacher and linkages with stakeholders

## **UNIT – 8: PRACTICAL EXPERIENCE; PRACTICAL TASK IN THE COMMUNITY**

### **REFERENCES**

- Bashiruddin, A & Retallick, J. (eds)., (2009). *Becoming Teachers Educators*, Aga Khan University – Institute of education Development: Karachi Hafeez, S. *Pakistani Society*
- Kotley, S.B (2008). *The basics of Sociology*, Greenwood Press: USA
- Marshal L & Rowland, F. (2006). *A guide to learning independently*, 4<sup>th</sup> edn, Pearson Longman, French Forest, NSW
- Qureshi, R, Pirzado, P & Nasim, S (2007). *Schooling in rural Sindh, Pakistan*, In Qureshi, R & Raieya, J. (eds), *Gender and Education in Pakistan*. Oxford University Press: Pakistan
- Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of females illiteracy in Pakistan: *Muslim Education Quarterly*, Vol. 23 (1 & 2): pp.20-37

**Course Code:** DTE-452  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** **TEACHING OF SOCIAL STUDIES**

**OBJECTIVES:**

Students will be able to:

- Review/reflect on the nature, methods, key concepts and skills in the disciplines comprising the Social Studies (history, geography, political science, citizenship, anthropology, sociology, economics) and to deepen their understanding regarding their use to educate for informed, responsible and active citizenship.
- Develop an understanding of current, persistent and controversial issues (global warming, cultural diversity, universality of human rights) and acquire the skills to teach controversial issues in their classrooms.
- Recognize diversity and differences as assets and learn to evaluate different perspectives and biases 217.
- Encourage and promote inquiry and critical approach in their teaching practice, thereby engage in critical reflection on their experiences (at the university and in real classrooms) to improve their practice.
- Broaden their repertoire of content knowledge, pedagogical strategies, and instructional skills.

**UNIT – 1: CITIZENSHIP AND HUMAN RIGHTS EDUCATION**

- Definitions, Rationale for teaching and learning of citizenship
- Citizenship values, skills and disposition through the teaching of Controversial Issues.
- The Evolution of the concept of Human Rights
- Women’s rights, children’s rights, interdependence

**UNIT – 2: HISTORY-PEOPLE PAST EVENTS AND SOCIETIES**

- Definition, Rationale and Methods of History
  - Key concepts: Time and Chronology
  - Change and Continuity
- Cause of Effect
  - Multiple causation
  - Multiple perspectives, Interpretation of History
  - Reflection and Review

**UNIT – 3: GEOGRAPHY- PEOPLE, PLACE AND ENVIRONMENT**

- Definition and Rationale for Teaching and Learning Geography
- Global Warming

**UNIT – 4: CULTURE AND DIVERSITY**

- Rationale for the study of Culture
  - The Dynamic Nature of Culture
  - Groups and Institutions
- Society, Socialization
  - Civilization
  - Cultural Adaptation

- Assimilation, Acculturation
  - Diffusion, Dissonance
  - Multiculturalism and its implications
  - Reflection and Review
- Interdependence
  - Peace and Sustainability
  - Understanding Peace and Conflict
- Peace Education

#### **UNIT – 5: POWER, AUTHORITY AND GOVERNANCE**

- Power, Government Systems and Regimes
  - Institutions of Government, Political Processes and Participation
  - Civil society, individuals, groups and institutions
  - Reflection and Review

#### **UNIT – 6: PRODUCTION, DISTRIBUTION AND CONSUMPTION**

- Definition of and Rationale for teaching and learning of Economics
  - Conflict between wants and resources, choice, scarcity
  - Opportunity cost
- Economic Systems
  - Supply and Demand
  - Reflection and Review

#### **REFERENCES**

- Anderson, L.H. (2010), Chains, New York: Atheneum Books for Young Readers.
- Bailey R. (ed) (2000) Teaching Values and citizenship across the curriculum: London: Kogan Page.
- Brophy J. and Alleman, J. (2006), Powerful social studies for elementary students. Belmont CA: Thomson Wadsworth

**Course Code:** DTE-462  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** TEACHING PRACTICE (Short Term)

### **OBJECTIVES:**

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

### **UNIT – 1: PRACTICAL TEACHING WILL CONSIST OF PLANNED PROGRAM BASED ON FOLLOWING EXPERIENCES**

- Carefully supervised practicum where student plan and teach lessons. Their practicum will be carefully supervised and all teachers working with students will evaluate the performance on the basis of the following:
  - Observation
  - Group Teaching
  - IEP Development

### **UNIT – 2: EXAMPLES OF PRACTICUM ACTIVITIES**

- Teaching organization skills ( following daily schedules)
- Providing instructional support, parallel curriculum, and efforts to actively modified the general education curriculum
- Use of augmentative and alternative communication (AAC) techniques
- Social skills instructions using peer tutoring arrangements
- Consultation with teachers to facilitate the generalization of social skills across schools and vocational settings.
- Instruction of functional reading skills that include choice making to enhance daily living activities and site words to facilitate transition between classes

### **UNIT – 3: School Placement**

- First Classroom Placement (Observational and practice sessions)
- Second Classroom Placement (Practical Exam session at school)

### **UNIT – 4: Seminar**

- The Practicum Series of Seminars on methods of teaching and other required details during the semester

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**Course Code:** DTE-511  
**Semester:** 05  
**Credit Hours:** 03  
**Course Title:** English-III (Technical Writing & Presentation Skills)

### **OBJECTIVES:**

On completing the course, student teachers are expected to:

- have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.
- be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
- be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
- be able to assess their students' language performance and progress using their own self-designed assessment procedures.
- know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centered communicative teaching approach.
- be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

### **UNIT – 1: SHORT REPORTS, PROPOSALS & PRESENTATION**

- Reports with a memorandum format, letter format and using preprinted format
- Proposal: Solicited proposal, unsolicited proposals, writing the proposal
- Preparing presentation
- Types, uses, advantages and disadvantages of different types of audio visual aids

### **UNIT – 2: THE LONG REPORT PLANNING**

- Characteristics and categories of business reports
- The planning process and the long report
- Conducting the research: (Secondary research, primary research)
- Evaluating the results
- Outlining the reports: Arrangement of the parts, presentation of the body

### **UNIT – 3: THE LONG REPORT WRITING**

- The text: headings, table and figures, documentation (Introduction and conclusion)
- The supplementary parts: (endnotes, appendixes, bibliography, index)
- The preliminary Parts: (Title Fly, Title Page, Authorization Document Transmittal; documents, table contents, list of tables and list of figures, abstracts)
- The assembled report: (pagination, spacing, cover, correct procedures)
- Computer application: (A sample business report)

### **UNIT – 4: LETTER WRITING**

- Parts of letter
- Writing different types of letters\
- Memoranda: characteristics, use and preparation

### **UNIT – 5: WRITING A RESUME**

- The uses and characteristics of resumes
- Components of an effective resume
- Resume formats
- The computer prepared resume

**Course Code:** DTE-521  
**Semester:** 05  
**Credit Hours:** 03  
**Course Title:** FOUNDATIONS OF EDUCATION

**OBJECTIVES:**

The students will be able to:

- Explain the important features of foundation of education
- Specify the role of educational thinkers in education
- Discuss the modes of education
- Discuss historical development of Pakistan
- Evaluate the issues and problems of education

**UNIT – 1: THE IDEOLOGICAL FOUNDATION OF EDUCATION**

- The Islamic foundation (objectives) in light of the Quran and the Hadith
- The Islamic concept of peace
- The interaction of other religions with Islam in an Islamic state
- The roles and expectations of the teacher

**UNIT – 2: THE PHILOSOPHICAL FOUNDATION OF EDUCATION**

- Nature, scope, and function of the philosophy of education
- Role of educational philosophy
- Philosophical thoughts or schools of thought
- Idealism in education
- Realism in education
- Pragmatism in education
- Critical philosophical theories in education

**UNIT – 3: THE SOCIOLOGICAL FOUNDATION OF EDUCATION**

- functionalist perspectives on education
- conflict perspectives on education
- integrationist perspectives on education

**UNIT – 4: THE PSYCHOLOGICAL FOUNDATION OF EDUCATION**

- Behaviorist perspective on education
- Constructivist perspective on education
- Social cognitive perspective on education
- Humanist perspective on education
- Instruction & learning process,
- assessment strategies in light of the psychological perspective

**UNIT – 5: HISTORICAL FOUNDATION OF EDUCATION**

- The education system before the British invasion of the subcontinent
  - Darul Uloom Deoband
  - Darul Uloom Nadwat-ul-Ulma
- Mohammedan

## **UNIT – 6: THE ANGLO ORIENTAL COLLEGE**

- Pakistan’s education system (in light of education policies)
- The state of elementary education
- The state of secondary education
- The state of tertiary education and the role of the HEC
- The influence of the 18th amendment on education

## **REFERENCES**

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**Course Code:** DTE-551  
**Semester:** 05  
**Credit Hours:** 03  
**Course Title:** **CURRICULUM DEVELOPMENT**

**OBJECTIVES:**

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

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

**UNIT – 1: INTRODUCTION TO CURRICULUM**

- Traditional and progressive conceptions of curriculum
- Essential elements in curriculum
- Curriculum design elements
- Bloom’s Taxonomy of Educational Objectives (content selection, implementation of curriculum, and the curriculum milieu).

**UNIT – 2: CURRICULUM DESIGN**

- Curriculum design and its principles
- Importance of curriculum design.
- Unit plan for a primary school subject

**UNIT – 3: CURRICULUM CHANGE AND CURRICULUM DEVELOPMENT**

- Process of curriculum development (Primary and secondary levels)
- Steps in curriculum change process.
- The issues of curriculum change in Pakistan

**UNIT – 4: CURRICULUM MONITORING, EVALUATION, AND ASSESSMENT**

- Traditional and progressive notions of evaluation.
- Formative and summative evaluation
- Curriculum monitoring and evaluation

**UNIT – 5: FUTURISTIC PERSPECTIVE ON CURRICULUM**

- Trends in curriculum,
- Technology
- Changing needs of learners,
- Global issues.

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- Sharma R. C. (2002). *Modern methods of curriculum organization*. Jaipur: Book Enclave.
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**Course Code:** DTE-561  
**Semester:** 05  
**Credit Hours:** 03  
**Course Title:** EDUCATIONAL PSYCHOLOGY

### **OBJECTIVES:**

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

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

### **UNIT – 1: BASICS OF EDUCATIONAL PSYCHOLOGY**

- Theories educational psychology
- Application of theories for evaluating instructional program
- Foundations of human behavior

### **UNIT – 2: LEARNING PROCESS**

- Senses
- Information processing
- Theories of learning
- Application of learning to real-life situations.

### **UNIT – 3: INDIVIDUAL DIFFERENCES**

- Individual differences
- Mental, social, cultural, and emotional differences.
- Awareness of the differences.

### **UNIT – 4: MOTIVATION**

- Human motivation.
- Biological needs.
- Psychological motives
- Different theorists of , Maslow,
- Psychologist, physical, social, and emotional environment.

### **UNIT – 5: INTELLIGENCE**

- Concept of intelligence
- Theories of intelligence
- Intelligence testing

### **REFERENCES**

- Ormrod, Jeane,(2010), Educational Psychology: Developing Learners: Pearson.
- Santrock, John W., (2001) Educational Psychology, USA. Mc- Graw- Hill Anita Wool folk: Educational Psychology, USA

**Course Code:** DTE-512  
**Semester:** 06  
**Credit Hours:** 03  
**Course Title:** CONTEMPORARY ISSUES AND TRENDS IN EDUCATION

### **OBJECTIVES:**

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

- argue on the positive and negative impact of the information explosion
- explore the gap between madrasah and mainstream education and identify appropriate government responses
- identify barriers to the achievement of universal literacy and how these may be removed at the local level
- discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- analyze the relationship between national curriculum structure and career opportunities
- consider how best environmental awareness can be enhanced through schools
- consider the consequence of the growing privatization of education

### **UNIT – 1: INTRODUCTIONS TO CONTEMPORARY ISSUES AND TRENDS IN EDUCATIONAL SETTING**

- Concept and understanding of issues
- Linkages and implication of issues
- Methods of exploring issues

### **UNIT – 2: ISSUES EMERGING FROM POLITICAL SCENARIO**

- Inclusive class rooms
- Diversity in education
- Accepting differences
- Human rights ,children rights and responsibilities
- Educational issues in Pakistan
- Reaching millennium Goals and education for all

### **UNIT – 3: ISSUES EMERGING FROM SOCIAL SCENARIO**

- Peace education and conflict resolution
- Conflict; concept and definition
- Developing a regional capacity to transform conflict
- Introducing peace education

### **UNIT – 4: ISSUES EMERGING FROM ACADEMICS**

- Adult education and literacy
- Reform in adult literacy
- System of assessment
- Diverse learning needs
- Teachers training and training institutes
- Private education institutes

### **REFERENCES**

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**Course Code:** DTE-542  
**Semester:** 06  
**Credit Hours:** 03  
**Course Title:** COMPARATIVE EDUCATION

### **OBJECTIVES:**

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

- Describe the meaning and significance of comparative education
- Compare the education systems of selected developed countries
- Compare the education systems of selected developing countries
- Analyze critically the education system of Pakistan

### **UNIT – 1: INTRODUCTION TO COMPARATIVE EDUCATION**

- Introduction and purpose of comparative education
- History of Comparative Education
- Method of Comparative Education

### **UNIT – 2: INTRODUCTIONS TO APPROACHES TO COMPARATIVE EDUCATION**

- Approaches to comparative education
- Activity for comparing and summarizing all approaches

### **UNIT – 3: FACTORS DETERMINING NATIONAL EDUCATIONAL SYSTEM**

- Factors determined national education system
- Critical discussion, review and summarizing the previous topic

### **UNIT – 4: EDUCATION SYSTEM OF ISLAMIC COUNTRIES**

- Egypt, Malaysia, Iran, Pakistan
- Review and Conclusion of the unit

### **UNIT – 5: EDUCATION SYSTEM OF TECHNOLOGICALLY ADVANCED COUNTRIES**

- USA
- UK

### **UNIT – 6: TEACHER EDUCATION IN COMPARATIVE PERSPECTIVES**

- Pakistan
- Germany
- Singapore
- Comparing and Contrasting teacher education system of the countries
- Review and Conclusion of Course

### **REFERENCES**

- Lawal, B.O. (2004). *Comparative Education*, Osogbo: Swift Publishers Nigeria Ltd.
- Adeyinka, A. A. (1994). *Popular topics in comparative education for Nigerian tertiary education students*. Lagos: Raytel Communication Ltd.
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- Compiled from notes by: Rukhsana Durrani, Maimoonah Ambreen, Waheed Akbar, Dr Mumtaz Akhter, and Dr Razaqat Ali Akbar.

**Course Code:** DTE-552  
**Semester:** 06  
**Credit Hours:** 03  
**Course Title:** INTRODUCTION TO GUIDANCE AND COUNSELING

### **OBJECTIVES:**

On successful completion of this course, learners will be able to:

- Demonstrate knowledge of the importance of guidance and counseling to support the teacher's role in the classroom
- Explain the role of various members of a guidance and counseling system in supporting learners in addressing their future choices and social challenges
- Demonstrate the skills of student advisement in making responsible social choices and decisions
- Assist students in making informed choices to solve personal, educational and social problems they confront
- Refer students to resources that can assist them in solving social and personal problems they encounter.

### **UNIT – 1: INTRODUCTION TO GUIDANCE AND COUNSELING**

- The basic concepts of guidance and counseling:
- The Islamic concept of guidance and counseling
- The objectives and scope of guidance and counseling
- Principles of guidance and counseling
- Types of guidance and counseling

### **UNIT – 2: TEACHER AS A COUNSELOR**

- Role of Guidance and Counseling in Education
- Guidance Services that a teacher can provide
- Impotent qualities of a teacher as a counselor
- Ethical consideration of Guidance and Counseling

### **UNIT – 3: THEORIES OF GUIDANCE AND COUNSELING**

- Alfred Adler
- Behavioral Theory by B.F. Skinner
- Client centered Theory by Carl Roger
- Gestalt Theory by Perls
- Project (1 class) 1<sup>st</sup> task

### **UNIT – 4: PROCEDURES AND TOOLS USED IN GUIDANCE AND COUNSELING**

- Procedure
- Tools for Data Collection

### **UNIT – 5: TRENDS AND CHALLENGES IN GUIDANCE AND COUNSELING**

- Problems faced by students at Elementary level
- Challenges faced by Teacher during Guidance and Counseling
- Emerging trends in Guidance and Counseling
- Comparative perspective
- Action plan for implementing Guidance and Counseling

## **UNIT – 6: TEACHER AS IN AGENT OF CHANGE**

- What is change
- Why change should come
- Issues in schools for change
- Models of change Process
- Change through Guidance and Counseling
- Levels of change
- Action Plan

### **REFERENCES**

- Bannister, C., & McInnes, B. (2005). *RCN working well initiative guidance on traumatic stress management in the health care sector*. Retrieved from:
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**Course Code:** DTE-562  
**Semester:** 07  
**Credit Hours:** 03  
**Course Title:** ELEMENTARY EDUCATION

### **Objectives**

The course will enable the learners to:

1. Understand the concept of Elementary Education and its organizational structure
2. Comprehend the curriculum development and planning for Elementary level
3. Evaluation Elementary school curriculum critically
4. Analyze Elementary Education in comparative perspective
5. Evaluate Models of Elementary School Teacher Education
6. Analyze problems, issues and trends in Elementary Education

### **Course Outline:**

#### **Unit 1: Introduction to Elementary Education**

- 1.1 Definition, Aims, Nature and significance of Elementary Education
- 1.2 Scheme of Studies for Elementary School Education
- 1.3 Elementary Education addressed in National Education Policies of Pakistan (1937- 2015)
- 1.4 Elementary Education (I-VIII) in Pakistan

#### **Unit 2: Curriculum Development in Elementary School Level in Pakistan**

- 2.1 Aims and objectives of Curriculum Development at Elementary Level in Pakistan
- 2.2 Characteristics of Elementary School Curriculum
- 2.3 Mechanism of Curriculum Development for Elementary Level in Pakistan
- 2.4 Elementary Curriculum and its process of Development

#### **Unit 3: Strategies of Elementary Education**

- 3.1 Programmed Instructions (Concept, need, main features and basic Principles of Programs.
- 3.2 Role of Media and Audio Visual Aids in Elementary Education.
- 3.3 Types of Behavior Problems and Behavior Management,.
- 3.4 Basic Concepts relating to Classroom Management in Elementary education

#### **Unit 4: Evaluation at Elementary Level**

- 4.1 Examination System and Evaluative process
- 4.2 Concept of Measurement and Evaluation and its importance
- 4.3 Types of Test ( Essay Type and Objective Type)

#### **Unit 5: Problems Issues and trends in Elementary Education in Pakistan**

- 5.1 Basic Education
- 5.2 National Curriculum and Integration
- 5.3 Medium of Instruction & Language Policy
- 5.3 Gender and Geographical Disparities
- 5.5 Elementary School Teacher Education, Accreditation, and Licensing

#### **Unit 6: Elementary Education in Comparative Perspective**

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 6.3 Elementary Education in USA   | 6.7 Elementary Education in Malaysia  |
| 6.4 Elementary Education in UK    | 6.8 Elementary Education in India     |
| 6.5 Elementary Education in Japan | 6.9 Elementary Education in Sri Lanka |
| 6.6 Elementary Education in China |                                       |

**Course Code:** DTE-651  
**Semester:** 07  
**Credit Hours:** 03  
**Course Title:** RESEARCH METHODS IN EDUCATION

**OBJECTIVES:**

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

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

**UNIT – 1: INTRODUCTIONS TO RESEARCH**

- Definition of educational research
- Significance of educational research
- Principles of educational research

**UNIT – 2: RESEARCH METHODS IN EDUCATION**

- Different research methods in education
- Research tools

**UNIT – 3: ACTION RESEARCH**

- History of action research
- Models of action research
- Approaches to action research

**UNIT – 4: RESEARCH TOOLS IN ACTION RESEARCH**

- Questionnaire
- Interview (continued)
- Observation
- Rating scale
- Inventories

**UNIT – 5: DATA ANALYSIS**

- Types of data
- Validity of data
- Reliability of data
- Data analysis

**UNIT – 6: DEVELOPING A RESEARCH PROPOSAL**

- Parts of a research proposal
- Developing a research proposal

**UNIT – 7: WRITING A REPORT**

- Components of a research report
- Summing up
- Conclusion

## REFERENCES

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**Course Code:** DTE-661  
**Semester:** 07  
**Credit Hours:** 03  
**Course Title:** TEACHING PRACTICE (SHORT TERM)

### **OBJECTIVES:**

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

### **UNIT – 1: BRIEFING AND ORIENTATION ABOUT THE SCHOOL VISIT**

- School location
- School history and detail
- The purpose of the activity
- Protocol of the visit
- Ethics of the activity
- Dress code
- Any other matter

### **UNIT – 2: SCHEDULING**

- Duration of each activity
- Time table
- Group formation

### **UNIT – 3: THE SCHOOL VISIT**

- Observation checklists
- What to bring in school visit
- Staffing of the school visit
- Arriving in school
- Problem solving
- Collecting the data
- Taking leave

### **UNIT – 4: DATA ANALYSIS AND REPORTING**

- Reporting & De-briefing by prospective teacher
- Supervisor's feedback and evaluation of the whole process

### **REFERENCES**

- Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/en/services/onlinematerials/pulications/educationalpractices.html>
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**Course Code:** DTE-612  
**Semester:** 08  
**Credit Hours:** 03  
**Course Title:** School Management

**OBJECTIVES:**

After completing this course prospective teachers will be able to:

- Manage and plan school academic matters effectively
- Manage and plan school budget matters effectively
- Manage and plan students affairs related to co-curricular activities
- Manage library and instructional material related matters
- Manage upward, downward and horizontal communication
- Manage and plan school – community relationship activities.
- Resolve conflicts among different custodians of school community.
- Maintenance and management of school infrastructure and programs.

**UNIT – 1: THE SCHOOL AS AN OPEN SYSTEM**

- Framework for conceptualizing the role of a school
- Application of systems theory.
- Complexity and levels of the school structure.

**UNIT – 2: SCHOOL LEADERSHIP AND MANAGEMENT**

- School leadership and management.
- Instructional leaders
- Transformational leaders

**UNIT – 3: CORE MANAGEMENT SKILLS FOR TEACHERS**

- Fundamental concepts of classroom management
- Time management
- Core management skills
- Skills useful for working with other teachers, parents, and administrators.

**UNIT – 4: THE SCHOOL AS A LEARNING ORGANIZATION AND TEAMWORK IN THE WORKPLACE**

- Key strategies in building the school as a learning organization
- Empowering teachers in decision-making
- Relationship between the community and the school.

**UNIT – 5: SCHOOL PLANT MANAGEMENT**

- The structure of school management
- Management skills and their implications at different levels of the management hierarchy

## REFERENCES

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**Course Code:** DTE-622  
**Semester:** 08  
**Credit Hours:** 03  
**Course Title:** TEST DEVELOPMENT AND EVALUATION

### **OBJECTIVES:**

After the end of the course the prospective teachers will be able to:

- Understand the concept of evaluation and testing
- Determine the qualities of a good test.
- Plan and construct appropriate classroom test to evaluate students' performance. 69
- Make report of the test results to different stake holders

### **UNIT – 1: INTRODUCTION TO TESTING**

- Overview of testing
- Different kinds of tests
- Advantages of testing,
- Teacher-made tests
- Standardized tests
- Evaluation for learners and teachers based on both Bloom's and SOLO taxonomies

### **UNIT – 2: CHARACTERISTICS OF A GOOD TEST**

- Good test
- Essential elements
- Design, trial, moderation, and validation of testing instruments
- Formative and summative assessment
- Self-assessment
- Validity and authenticity
- Reliability
- Objectivity
- Adequacy
- Differentiability
- Issues of testing

### **UNIT – 3: STEPS OF TEST CONSTRUCTION**

- Steps involved in test construction
- Planning and organizing the test development process
- Specification of the test form and procedure
- Item analysis
- Rationales for test development
- Specification of learners
- Learning situation
- Test type (e.g. summative, formative, and placement)

### **UNIT – 4: ESSENTIAL ASSESSMENT STRATEGIES**

- Purpose of assessment in teaching
- Rubrics for assessment
- grading policies for summative assessments
- assessing student activities, assignments, and projects

## **UNIT – 5: EVALUATION AND ACCOUNTABILITY BASED ON VALUE ADDITION**

- Evaluating learning, textbooks, and material with rubrics
- assessment and value-added results for teachers
- Course evaluation
- school accountability

### **REFERENCES**

- Cohen, R., & Swerdlik, M. (2009). Psychological testing and assessment: An introduction to tests and measurement (7th ed.). Columbus, OH: McGraw-Hill.
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**Course Code:** DTE-632  
**Semester:** 08  
**Credit Hours:** 03  
**Course Title:** TEACHING PRACTICE (LONG TERM)

### **OBJECTIVES:**

Student teachers will be able to:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

### **UNIT – 1: PRACTICAL TEACHING WILL CONSIST OF PLANNED PROGRAM BASED ON FOLLOWING EXPERIENCES**

- Carefully supervised practicum where student plan and teach lessons. Their practicum will be carefully supervised and all teachers working with students will evaluate the performance on the basis of the following:
  - Observation
  - Group Teaching
  - IEP Development

### **UNIT – 2: EXAMPLES OF PRACTICUM ACTIVITIES**

- Teaching organization skills ( following daily schedules)
- Providing instructional support, parallel curriculum, and efforts to actively modified the general education curriculum
- Use of augmentative and alternative communication (AAC) techniques
- Social skills instructions using peer tutoring arrangements
- Consultation with teachers to facilitate the generalization of social skills across schools and vocational settings.
- Instruction of functional reading skills that include choice making to enhance daily living activities and site words to facilitate transition between classes

### **UNIT – 3: School Placement**

- First Classroom Placement (Observational and practice sessions)
- Second Classroom Placement (Practical Exam session at school)

### **UNIT – 4: Seminar**

- The Practicum Series of Seminars on methods of teaching and other required details during the semester

## **REFERENCES**

- Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/onlinematerials/pulications/educationalpractices.html>
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**Course Code:** DTE-642  
**Semester:** 08  
**Credit Hours:** 03  
**Course Title:** RESEARCH PROJECT

### OBJECTIVES

- To sensitize Student Teachers to the issues and problems faced by students in the classroom
- To help Student Teachers critically examine educational issues
- To analyze and review relevant literature
- To use data collection tools and analytical skills
- To act as self-reflective professionals and independent learners
- To develop and perform independent action research projects

### UNIT – 1: TEACHING-LEARNING METHODOLOGY

This is not taught as a traditional course. Rather, Student Teachers and supervisors will be involved in the following activities during the course of the project:

- one-to-one meetings between Student Teachers and supervisors
- seminars
- group discussions and peer review
- presentations

### UNIT – 2: SUPERVISORY PROCESS AND TIMELINE

There are eight meetings between Student Teachers and their respective supervisors. As there are 16 weeks in the course, meetings will be scheduled with supervisors on certain weeks.

- **First meeting**
  - Orientation
- **Second meeting**
  - Discussion, refinement, and finalization of research proposal
- **Third meeting**
  - Seminar about development and critical analysis of literature review 14
- **Fourth meeting**
  - Seminar/group discussion on the significance of the research problem
  - Discussion on the significance of selected research topics
  - Discussion about data collection tools such as interviews, observations, and questionnaires
- **Fifth meeting**
  - Discussion on fieldwork and the data collection process
- **Sixth and seventh meetings**
  - Discussion about data analysis
  - Seminar
- **Eighth meeting**
  - Final discussion on report writing
  - Submit project

### REFERENCES

- Arnot, M., McIntyre, D., Pedder, D., & Reay, D. (2004). *Consultation in the classroom: Developing dialogue about teaching and learning*. Cambridge, UK: Pearson Publishing.
- Cochran-Smith, M. (1994). The power of teacher research in teacher education. In S. Hollingsworth & H. Sockett (Eds.), *Teacher research and educational reform* (pp. 22–51). Chicago: University of Chicago Press.

**Course Code:** DTE-652  
**Semester:** 08  
**Credit Hours:** 03  
**Course Title:** INCLUSIVE EDUCATION

### **Objectives**

The course will enable learners to:

- Identify different types of special needs in children
- Discuss various approaches to the education of children with special needs
- Plan, implement and assess lessons for inclusive classrooms
- 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
- 1.5 Issues & Challenge

#### **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 Social Agencies
  - c) Collaboration with Parents

#### **Unit 6: Inclusive Education in Pakistan**

- 6.1 INCLUDE Strategy
- 6.2 Models of Inclusion

## **Bibliography**

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- Dyslexia and other specific Learning Difficulties: Practical Strategies by Michael Farrell.
- Education for Children with Disabilities by A. K. Tyagi, Saloni Publishing House. 2003
- Gifted and Talented Education by KondruSubbaRao and DigumartiBhaskaraRao. Sonali Publications, New Delhi: 2004
- Learning Disabilities: A Practical Guide to Practitioners by G. Lokanadha Reddy, R. Ramar and A. Kusuma. Discovery Publishing House. New Delhi: 2005
- Moderate, Severe and Profound Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2003
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