SEMESTER WISE SCHEME OF STUDIES

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

S. No.	Course Code	Title of Course	Credit Hours
1st Semester			
01	DTE-511	Philosophy of Education	03
02	DTE-521	Psychology of Education & Guidance	03
03	DTE-531	General Methods of Teaching	03
04	DTE-541	Critical Thinking and Reflective Practices	03
05	DTE-551	Area of Specialization – Course –I	03
06	DTE-561	Area of Specialization – Course –II	03
2nd Semester			
07	DTE-512	Assessment in Education	03
08	DTE-522	Curriculum Planning and Development	03
09	DTE-532	Perspectives on Teacher Education	03
10	DTE-542	Research & Statistics in Education	03
11	DTE-552	Area of Specialization – Course –III School Improvement	03
12	DTE-562	Micro-Teaching and Pedagogy	03
3rd Semester			
13	DTE-611	Inclusive Education	03
14	DTE-621	Teaching Practice	03
15	DTE-631	Research Project	03
16	DTE-641	Educational Leadership & Organizational Behaviour	03
17	DTE-651	Citizenship and Community Engagement	03
18	DTE-661	Area of Specialization – Course –I V Educational Supervision	03
		Total Credit Hours	**52**

Course Code: DTE-511
Semester: 01
Credit Hours: 03
Course Title: Philosophy of Education

Objectives
The course will enable learners to:
- comprehend the meaning and Scope of Philosophy
- understand the subdivisions of philosophy and their relevance to educational process
- analyze the leading Western Philosophies and Theories of Education
- contextualize how these philosophies help prospective teachers examine their beliefs about knowledge, their practice of ethical values in the school and class room as reflective practitioners
- analyze how philosophies and theories of education influence curriculum and teaching and learning in schools
- critically apply the theories of educational thinkers to reform educational policy and practice in Pakistan

Course Outline
Unit 1: Introduction to Philosophy
      1.1   Definition and scope of Philosophy
      1.2   Branches of Philosophy: Metaphysics, Epistemology, Axiology
      1.3   Relationship of Education and Philosophy
      1.4   Role of Philosophy in educational policy and practice

Unit 2: Sources of Knowledge
      2.1   Revealed
      2.2   Intuition
      2.3   Authority
      2.4   Rational
      2.5   Empirical

Unit 3: Classical & Modern Philosophical Perspectives on Education
      3.1   Idealism
      3.2   Realism
      3.3   Naturalism
      3.4   Pragmatism
      3.5   Existentialism

Unit 4: Perspectives on Education
Greek Philosophers' Perspective on Education
      4.1   Socrates
      4.2   Plato
      4.3   Aristotle
Western Philosophers' Perspective on Education
      4.4   John Lock
      4.5   John Dewey
      4.6   Herbart

Muslim Philosophers' Perspective on Education
      4.7   Imam Ghazali
      4.8   Ibne-Khaldun
      4.9   Ibn-e-Miskawayh
      4.10   Al Farabi
      4.11   Allama Muhammad Iqbal

Unit 5: Thinkers in Early Childhood Education

      5.1   Maria Montessori

      5.2   Froebel

      5.3   Helen Parkhurst (Dolton Plan)

      5.4   Paulo Freire (Critical Pedagogy)

Bibliography / Webliography

- Arthur Zilversmith, Changing Schools: Progressive Education Theory and Practice, 1030-1960 (Chicago: University of Chicago Press, 1993).
- Dewey, John. The Child and the Curriculum. (New York: Macmillan, 1916)
- Elias, John L. & Merriam, Sharan (1984). Philosophical foundations of education. Krieger Publishing Company. Malabar, Florida.
- Freire, Paulo: Pedagogy of the oppressed
- Giroux, Henry A. and Mclaren, Peter L. eds; Critical Pedagogy, the State, and the Cultural Struggle.(New York: State University of New York Press, 1989)
- Gutek, Gerald L. Philosophical and Ideological Perspectives on Education, 2nd ed. (Boston, Allyn and Bacon, 1997).
- Heslep, Robert D. Philosophical Thinking in Educational Practice (Westport, Conn,:Praeger Publishers).
- Ornstein, Allan C. (2006). Foundations of Education. Houghton Mifflin Company: New York.
- Rousseau, Jean Jacques. Emile
- William, E. Doll, Jr. A Postmodern Perspective on Curriculum (New York: Teachers College Press, 1993)
- http://www.islamicity.com/mosque/ihame/Sec5.htm(09/25/2003)
- www.utm.edu/research/iep(The Internet Encyclopedia of Philosophy)

Course Code: **DTE-521**
Semester: **01**
Credit Hours: **03**
Course Title: **Psychology of Education & Guidance**

Objectives
The course will enable learners to:
1. Describe in detail the multidisciplinary nature of educational psychology
2. Familiarize students with basic theories derived from various discipline which are related to education
3. Develop critical thinking about and appreciation of education psychology as multidisciplinary subject
4. Design Educational Guidance Services for Secondary School Students

Course Outline:
Unit 1: Introduction to Psychology
    1.1 Definition, Scope and importance of Psychology
    1.2 Relationship between Psychology and Education
    1.3 Branches of Educational Psychology
    1.4 Methods of Educational Psychology : Introspection, Observation, Experimental, Clinical, Psycho Physical
    1.5 Major Schools of Thought in Psychology: Structuralism, Functionalists, Behaviourists, Psycho-Analysts, Humanists, Cognitivists
    1.6 Nature and function of educational Psychology

Unit 2: Fundamentals of Human Development
    2.1 Development and its Significance in Education
    2.2 Stages of Human Development
    2.3 Principles of Development
    2.4 Physical, Cognitive, Social and Emotional Development in Adolescence
    2.5 Factors influencing Development in Adolescence

Unit 3: Learning
    3.1 Definition of Learning and its Characteristics
    3.2 Laws of Learning
    3.3 Theories of Learning
    3.4 Theories of Transfer of Learning
    3.5 Educational Implications of Transfer of Learning
    3.6 Factors affecting on Learning

Unit 4: Personality
    4.1 Personality and its Types
    4.2 Theories of Personality
    4.3 Factors influencing Personality Development
    4.4 Personality Assessment through Personality Tests
    4.5 Educational Significance of Personality Tests

Unit 5: Intelligence
    5.1 Concept of Intelligence and Historical Development of Intelligence Quotient
    5.2 Theories of Intelligence
    5.3 Individual Differences
    5.4 Intelligence Testing and Educational Significance of Intelligence Testing

Unit 6: Guidance and Counseling: Overview and Techniques

6.1   Definition of Guidance and Counseling
6.2   Difference between Guidance and Counseling
6.3   Objectives of Guidance at Secondary Level
6.4   Principles of Guidance for teen-age Learners
6.5   Guidelines for establishing Guidance and Counseling Services at Secondary Schools
6.6   Various members of a counseling team and their responsibilities
6.7   Techniques for teacher assistance for career development and employability
6.8   Techniques for assisting Personal and Social Development of Adolescent Leaner

Recommended Books & References

- Canestrari, A. & Marlowe, B. A. (eds.) (2009). Foundations of education: An anthology of critical readings. New York: Sage Publications.
- Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behavior. Melbourne: Wadsworth.
- Dash, N., & Dash, B. N. (2004). A Textbook of Educational Psychology(4th ed.). New Delhi: Shipra Publications.
- Elliott, S. N., Kratockwill, T. R., Cook, J. L., & Travers J. F. (2000). Educational Psychology: Effective Teaching, Effective Learning (3rd ed.). New York: McGraw-Hill. http://www.mhhe.com/socscience/education/elliott/book/today.htm
- Eugene, F.P. (2005). Critical issues in education: Anthology of reading. New York: Sage Publications.
- Felder, R. M., & Brent, R. (2005). Understanding Student Differences. Journal of Engineering Education, 9, 57–72. http://eprints.me.psu.ac.th/ILS/info/Understanding_Differences.pdf
- Goldblatt, P. F. & Smith, D. (eds.) (2005). Cases for teacher development: Preparing for the classroom. Thousand Oaks, CA: Sage Publications.
- Holt, L. C. & Kysilka, M. (2005). Instructional patterns: Strategies for maximizing student learning. New York: Sage Publications.
- Mangal, S. K. (2007). Advanced Educational Psychology (2nd ed.). New Delhi: Prentice Hall of India.
- Murphy, D. (2005). Foundations: Introduction to Teaching. USA: Allyn & Bacon, Inc.New York: Sage Publications.
- Ormrod, Jeane, (2010) Educational Psychology: Developing Learners: Pearson
- Plotnik, R. (2005). Introduction to Psychology (7th ed.). Melbourne: Wadsworth.
- Provenzo, E. F. (2005). Critical issues in education: An anthology of reading. New York: Sage Publications.
- Santrock, J. W. (2004). Life Span Development (9th ed.). Boston: McGraw-Hill.
- Santrock, John W., (2001) Educational Psychology, USA. Mc-Graw-Hill Anita Woolfolk; Educational Psychology, USA.
- Semel, S. F. (2010). Foundations of education: The essential texts. USA: Routledg
- Woolfolk, A. E. (2010). Educational Psychology (11th ed.). Boston: Allyn & Bacon
- The following link connects to a resource on the importance of individual differences among children. It offers both practical examples of how teachers can help students by creating effective learning environments and related activities. This resource was developed for B.Ed. students by Asia e University.
- http://peoplelearn.homestead.com/BEduc/Chapter_7.pdf

Course Code:	**DTE-531**
Semester:	**01**
Credit Hours:	**03**
Course Title:	**General Methods of Teaching**

Objectives
This Course will enable the prospective teachers to:

- Describe and discuss their personal theory of teaching and learning based on a critical analysis of implicit theories formed as Student Teachers.
- Summarize and debate the pros and cons of teacher-centered and learner-centered teaching methods and state their position as a teacher.
- Make records of structured, reliable classroom observations and draw conclusions based on these observations.
- Participate in a cooperative learning group that plans, teaches, and critiques a lesson
- Create and critique plans for teaching and learning in primary/elementary school classes.

Unit 1. Teaching and Learning School
1.1-   Defection of teaching and concept of effective teaching
1.2-   Difference between teaching and Instruction
1.3-   Relationship between teaching and learning
1.4-   Sources of Information about effective teaching
- Prospective teacher experience as a student
- students currently in school
- Published research
- Observations in classrooms/Self and peer-reflection on classroom observation
- Conversations with experienced teachers
- Theories about education and instruction
- Cultural influences on teaching and learning

Unit 2. Managing Complex Classrooms
2.1-   Sources of complexity in the classroom
          Managing a crowded space and scarce resources

- Working with groups and individuals
- Managing different activities occurring at the same time
- Diversity among children

2.2-   Managing Complexity

- Establishing rules and regulations
- Coping with unexpected events
- Creating pairs of students to help each other

Unit 3. Teacher-centred and student-centred methods
3.1-   Key Concepts
- Distinction between lower- and higher-order learning
- Outcomes from lower-order learning
- Outcomes from higher-order learning
- Instructional activities that enable lower-order learning
- Instructional activities that enable higher-order learning
- Direct instruction: a method to enable lower-order learning
- Indirect instruction: a method to enable higher-order learning

3.2- Model Lessons

- Sample lessons/ Template for direct instruction lessons
- Sample lessons /Template for indirect instruction lessons
- Differences and similarities between Inquiry-based, problem-solving, and project-based learning
- Choice: teacher-centred, learner-centred, or both?

Unit 4. Teaching Methods and Instructional Strategies

4.1- Definition, Structure, Procedure/Steps, Strengths and Weaknesses of the following Teaching Methods and Instructional Strategies:
- Lecture
- Discussion
- Art of Questioning
- Demonstration Method

4.2- Concept of co-operative Learning
4.3- Rationale for co-operative learning
4.4- Models of co-operating learning
4.5- Procedure of co-operative learning
4.6- Limitation of co-operative learning

Unit 5. Self-regulated learning
5.1- Concept of self-regulated learning/ Becoming your own teacher
5.2- Parents and teachers attitudes towards self-regulated learning
5.3- Intrinsic and extrinsic motivation
5.4- Interdependence between learning and motivation
5.5- Mastery learning goals and performance learning goals

Unit 6. Interactive Classrooms for ConduciveLearning Environment
6.1- Constructive interactions between teacher and students based on:
- Respect
- Credibility
- Fairness (justice)
- Trust
- Interest
- Enthusiasm
- Adaptive teaching
6.2- Constructive interactions among students
6.3- Importance of Cooperative working relationships
6.4- Examples of cooperative working relationships
6.5- Factors affecting on co-operative working relationship among students

Unit 7. Instructional Planning
7.1- Sources of knowledge for designing lessons
- Learning principles
- Pakistan's primary school curriculum
- Definitions of standards, goals, and objectives
- Examples of standards, goals, and objectives
- Bloom's Taxonomy of Educational Goals and Objectives

7.2- Assessment

- Definition of assessment in schools
- Personal experience with assessment
- Assessment practices in schools in Pakistan
- Purposes of assessment
- Distinction between formative and summative assessment
- Examples of formative assessment

7.3- Instructional materials

- Sources of instructional materials, including textbooks, in Pakistan
- School budgets for instructional materials
- Low- and no-cost materials to supplement or substitute for materials provided by the government
- Examples of materials created from local resources by teachers for mathematics, science, and literacy

7.4- Review and synthesis

- Review of teaching methods and instructional and learning principles
- Review of students' current personal theories of teaching and learning
- Search for synthesis
- Complete instructional design project (lesson plan)
- Presentation of lesson plans designed by students

Suggested Resources:

- M. Boekarts, *Motivation to Learn (Educational Practice Series No. 10)* (Geneva: International Bureau of Education, 2002.
  http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html
- J. Brophy, *Teaching. (Educational Practice Series No. 1)* (Geneva: International Bureau of Education, 1999).
  http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html
- M. A. Dasgupta, *Low-Cost, No-Cost Teaching Aids* (New Delhi: National Book Trust, New Delhi).
  <http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf>
- M. J. Elias, *Academic and Social-Emotional Learning. (Educational Practice Series No. 11)* (Geneva: International Bureau of Education, 2003).
  http://www.obe.unesco.org/en/services/online/services/online-materials/publi-cations/educational-practices.html
- W. Harlan and J. Elstgeest, *UNESCO Sourcebook for Science in the Primary School* (Paris: UNESCO, 1973).
  <http://www.arvindguptatoys.com/arvindgupta/unescoprimary.pdf >
- B. Rosenshine, *Principles of Instruction (Educational Practice Series No. 21)* (Geneva: International Bureau of Education, 2010). Available at:
  http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html
- UNICEF, *'What Makes a Good Teacher? Opinions from Around the World'* (1996) <http://www.unicef.org/teachers/teacher/teacher.htm>, accessed on 23 February 2013.
- S. Vosniadou, *How Children Learn. (Educational Practice Series No. 7)* (Geneva: International Bureau of Education, 2001).
  http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

Course Code: **DTE-541**
Semester: **01**
Credit Hours: **03**
Course Title: **Critical Thinking and Reflective Practices**

Objectives
The course will enable learners to:
- Differentiate between 'Good' and 'Bad' bent of mind
- Ask and analyze thought provoking Questions
- Understand the relationship of critical thinking with reading and writing
- Foster rational motivation among the students
- Apply critical thinking in different content areas
- Develop the habit of contributive thinking
- Understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
- Use reflection as a tool of inquiry into practice

Course Outline:
Unit 1: Introduction
     1.1   Introduction to the Fundamentals of Critical Thinking
     1.2   Critical Thinking and the Process of Analysis
          A.   Teaching Students to Think Theoretically
          B.   Teaching Students to Think Empirically

Unit 2: Strategies and Techniques to Develop Critical Thinking
     2.1   Brain Storming
     2.2   Concept Mapping
     2.3   Generalization and Testing the Limits
     2.4   Venn Diagram
     2.5   Logical Reasoning

Unit 3: Critical Thinking and Art of Questioning
     3.1   Critical Thinking and Socratic Questioning
     3.2   Teaching Students to Ask Good Questions & Follow up the Implications of Thought
     3.3   Teaching Students to narrate, analyze, and evaluate their own 'Points'
     3.4   View' and of others
     3.5   Open and Close Ended Questions

Unit 4: Critical Thinking and its Applications
     4.1   Interrogating the Text
     4.2   Primary and Secondary Sources
     4.3   Characteristics of Academic Text
     4.4   Status of Evidence & Status of the Author
     4.5   Comparing and Contrasting Different Sources

Unit 5: Introduction to Reflection: Major Proponents
     5.1   Meaning of reflection on practice/educational issues
     5.2   Significance of reflection for teacher
     5.3   John Dewey
     5.4   L. Stanhouse
     5.5   D. Schon

Unit 6: Process and Techniques of Reflection & Application

      6.1   Process of reflection

      6.2   Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)

      6.3   Skills for reflection

      6.4   Systematic reflection throughout the coursework

      6.5   Identification of key questions for the role of novice teachers

      6.6   The issues in becoming a reflective practitioner

Bibliography / Webliography

- Baron, J. and Sternberg, R, (Eds.) (1987) Teaching thinking skills: theory and practice, New York: Freeman.
- Barrow, R. (1990) Understanding Skills: Thinking, Feeling and Caring. London, Ontario: Althouse.
- Beyer, B. K. (1987) Practical strategies for the teaching of thinking. Boston: Allyn and Bacon.
- Chipman, S., Segat, J. and GIaser, R, (1985) Thinking and Learning Skills, Volume 2.Research and Open Questions. HiNsdale, New Jersey: Eribaum.
- Costa, A.L. and Lowery, L.F. (1990) Techniques for teaching thinking. Melbourne: Hawker Brownlow.
- Ennis, R.H. (1989) "Critical Thinking and Subject Specificity: Clarification and Needed Research", Educational Researcher,18 (3), 4-10.
- Garrison, D.R. (1991) Critical thinking and adult education; a conceptual model for developing critical thinking in adult learners. International Journal of Lifelong Education. Vol 10, No 4, pp 287-303.
- Hager, P. (1989) "Are the Skills of Critical Thinking/Logical Reasoning Transferable Across Disciplines?" in Jewell, P.D. (Ed.) Intermediate conclusions. Adelaide: Flinders University.
- Hager, P. and Kaye, M. (1991) "Critical Thinking Ability and Teacher Effectiveness", Higher Education Research and Development, (forthcoming).
- Kaye, M. and Hager, P. (1991a) "A Study of the Critical Thinking Skills of Vocational Teachers", Australian Journal of TAFE Research and Development, Vol. 6, No. 2, , pp. 19-29.
- Lowery, L.F. (1990) Thinking and learning. Melbourne: Hawker Brownlow. 17. McPeck, J. E. (1990a) Teaching Critical Thinking. New York and London: Routledge.

Course Code: **DTE-551**
Semester: **01**
Credit Hours: **03**
SCHOOL ORGANIZATION AND MANAGEMENT

Objectives
The course will enable learners to:
- Explain the concept of school organization, management, discipline and factors affecting school discipline
- Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
- Differentiate between the concept of leadership and management utilizing the major indicator of effective leadership management.
- Maintain school record and activities according to the school mandate.
- Explain the functions of basic rules of leave pay and allowances E & D, codes of ethics.

Course Outline:
Unit 1: Introduction to Management & Organization
        1.1   Definitions of Management and Organization
        1.2   Difference between leadership and management
        1.3   Difference between Management & Organization

Unit 2: Evolution of Management
        2.1   Models
        2.2   Theories
        2.3   Processes (POSDCoRB)

Unit 3: Resource Management
        3.1   Human resources
        3.2   Physical resources
        3.3   Financial resources
        3.4   Information and learning resources (Library, AV Aids and instructional material)

Unit 4: Rules and Regulations
        4.1   Rules regarding appointment, leave, pay and allowances
        4.2   Efficiency & Discipline Rules
        4.3   Terms of reference of various personnel in the school
        4.4   Code of Ethics

Unit 5: Records in Educational Institutions
        5.1   Registers: Attendance register, Leave register, Stock register, Cash register, Movement Register, Electronic Record (Bio-Metric)
        5.2   Personal files of the staff
        5.3   Academic Record Keeping (Results, Minutes of Meetings etc.)

Bibliography / Webliography

- Afridi, A. (1998). School organization: Ijaz Publishers.
- Bovee, C.L. et al. (1995). Management. International Edition. New York: McGraw Hill, Inc.
- Burden, R.P. (1995). Classroom management and discipline: Methods to facilitate cooperation instruction. New York: Longman.
- Bush, T.B. et al. (1999). Educational management: Re-defining theory, policy and practice. London: Longman.
- Busher, H. (2006). Understanding educational leadership: People, power and politics. New York: Open University Press, pp. 1–11, 148–162.
- C. M. Evertson and E. T. Emmer, Classroom Management for Elementary Teachers (8th edn., Upper Saddle River, NJ: Pearson, 2009).
- Farooq, R.A. (1994). Education system in Pakistan. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education. Lumicbry, R.P. (1995). Classroom demonstration, administration, concepts and practice. Third Edition. London: Wadsworth.
- Hoy, W. K., &Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill, pp. 33–36, 356–371.
- Lumicbry, R.P. (1995). Classroom demonstration, administration, concepts and practice. Third Edition. London: Wadsworth.
- Lunenburg, F. C., & Ornstein, A. C. (2007). Educational administration: Concepts and practices. Belmont, CA: Wadsworth Publishing Company, pp. 176–196.
- Northhouse, G. (2007). Leadership: Theory and practice. New Delhi: Sage Publications, pp. 175–186.
- Razik, T. A., & Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. Upper Saddle River, NJ: Pearson, pp. 54–73.
- School And Family Partnership, 2004, Children's Resources International, Islamabad
- Shami, P. A., & Waqar, A. (2007). School management and supervision. Islamabad: Academy of Educational Planning and Management, pp. 3–5.
- Sidhu, K. S. (2005). School organization and administration. New Delhi: Sterling Publishers, pp. 271–286.
- C. Evertson, I. Poole, the IRIS Center, Norms and Expectations http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf, accessed 20 January 2011.
- L. Canter, 'Assertive Discipline: More than Names on the Board and Marbles in a Jar' (publication date unknown) http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm, accessed on 28 February 2011.
- M.R. Henley, 'Introduction to Proactive Classroom Management', Classroom Management: A Proactive Approach (Upper Saddle River, NJ: Pearson, 2009), Available at: http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_IntroductiontoProactiveClassroomManagement.pdf

Course Code: **DTE-561**
Semester: **01**
Credit Hours: **03**
EDUCATIONAL POLICY & PLANNING

Learning Outcomes:
The course will enable learners to:
- Acquaint students with the concept, meaning and approaches of educational planning.
- Enable them to analyze the process of educational planning & policy
- Acquaint them with factors affecting educational planning and develop skills of solving problems in planning.

Course Outline:
Unit 1: Introduction
      1.1   Meaning of Educational Planning
      1.2   Concept of Educational Planning
      1.3   Educational Planning Approaches and methods
           a)   Social Demand Approach
           b)   Manpower Requirement Approach
           c)   Rate of Return

Unit 2: Process of Educational Planning
      2.1   Pre-Planning and Planning
      2.2   Planning as a consultation
      2.3   Plan Evaluation

Unit 3: Factors Affecting Educational Planning
      3.1   Philosophical factors
      3.2   Sociological Factors
      3.3   Economic Factors

Unit 4: Educational Planning in Pakistan
      4.1   The Need & importance of Educational planning in the Present circumstances
      4.2   Obstacles in Educational planning
      4.3   Population
      4.4   Pressure groups
      4.5   Lack of Resources
      4.6   Unstable political situation
      4.7   Role of Administrator in Educational Planning

Unit 5: Educational Policy Analysis
      5.1   National Educational Policies (1947-2009)
      5.2   Provincial Policies (Educational Sector Plans)
      5.3   International Initiatives for Educational Reforms

Bibliography / Webliography

- Afridi, Arbab K.(1998),school organization, Peshawar: Ijaz printers
- Afridi, Arbab,K;(1998) Classroom Management and supervision peshawar, Ijaz printers
- AllamaIqbal Open University Course No. 502, 506
- Bovec,c,L, Thill,J.B,wood M.B.&Dovel G.P(1995) Management: International Edition, New York: McGran Hill Inc.
- Bush, T. Bell; Balan, R &Ribbins P. (1999) Educational Management: Redefining Theory, Policy and Practice London: Paul Chapnam.
- Canbs,P.H.(1970)what is Educational Planning(UNESCO IIEP)Paris.
- FarukhSaleemansari and Badar Abdul Aziz (2000) Educational Planning and Management Lahore: Majeed Book Depot.
- Grace, G. (1995) School Leadership, Beyond Educational Management, London: Falmer Press
- Jones, G.(1975)Population Growth & Educational Planning N.Y.wiley.
- Kennedy, M. (1989). Kenneth Zeichner reflecting on reflection: Mary Kennedy interviews Kenneth Zeichner. NCRTE Colloquy. National Center for Research on Teacher Education: College of Education, Michigan State University: East Lansing, MI.
- Luncebry F.C., (1999). Educational Demonstration Administration: concepts and practice third edition London: wadsworth.
- Rana, H. &Hiba, R. (2010). Mentoring as leadership in action. In J, Khaki & Q, Safdar. Educational Leadership in Pakistan: Ideals and realities. Karachi: Oxford Press.
- TaNgoechau(1969),Demographic Aspects of Educational Planning Fundamentals of Educational Planning UNESCO IIEP.
- Townsend, T. (2011). School leadership in the twenty-first century: different approaches to common problems? School Leadership and Management 31 (2), 93–103.
- UNESCO (1962) Elements of Educational Planning Educational Studies Documents No. 45.
- UNESCO (1975) Educational Planning in the Asian Region (Bulletin of UNESCO.

Course Code: **DTE-512**
Semester: **02**
Credit Hours: **03**
ASSESMENT IN EDUCATION

Objectives
The course will enable learners to:
- Understand the concept of evaluation and testing
- Determine the qualities of a good test
- Plan and construct appropriate classroom test to evaluate student's performance
- Make report of the test results to different stake holders

Course Outline:
Unit 1: Introduction to Educational Assessment
    1.7   The language of Assessment: (Test, Measure and Assessment
    1.8   Assumptions of Educational Assessment
    1.9   Participants in the Assessment Process
    1.10   Educational Assessment and Law
    1.11   What Teachers need to know about Assessment
    1.12   Educational Assessment in 21st Century

Unit 2: The Basic Mathematics of Measurement
    2.6   **Scales of Measurement** : Nominal, Ordinal, Interval, Ratio)
    2.7   **Description of Test Scores**: Distributions, Measure of Central Tendency, Measure of Variability
    2.8   **Co-relation Coefficients:** Scatterplots, Correlation and Prediction, Correlation versus Causality
    2.9   Physical, Cognitive, Social and Emotional Development in Adolescence
    2.10   Factors influencing Development in Adolescence

Unit 3: The Meaning of Test Scores
    3.7   Norm-referenced and Criterion Referenced Score Interpretations
    3.8   Norm-referenced versus Criterion Referenced
    3.9   Qualitative Descriptions of Scores

Unit 4: Reliability And Validity
    4.6   Reliability and Validity: Concept and Definition
    4.7   Errors of Measurement
    4.8   Methods of Estimating Reliability
    4.9   Evaluating the standard Error of Measurement
    4.10   Reliability: Practical Strategies for Teachers
    4.11   Validity for Teachers: Threats to Validity
    4.12   Types of Validity Evidence
    4.13   Validity: Practical Strategies for Teachers
    4.14   **Item Analysis** : Item Difficulty Index, Item Discrimination, Distract Analysis

Unit 5: The Development and Use of Selected Response and Constructed Response Items
    5.1   Concept and types of Selected Response and Constructed Response   Items
    5.2   **Multiple Choice Items**: Guidelines for developing, Strengths and Weaknesses
    5.2   **True False Items:** Guidelines for developing, Strengths and Weaknesses
    5.3   **Matching Items**: Guidelines for developing, Strengths and Weaknesses
    5.4   **Essay Items;** Purpose, guidelines for developing and scoring, Strengths and Weaknesses
    5.5   **Short Answer Items:**, Guidelines for developing and scoring, Strengths and Weaknesses

Unit 6: Performing Assessment and Portfolios

6.9   What are performing Assessments
6.10   Guidelines for Developing Effective Performance Assessment
6.11   Guidelines for Developing Portfolio Assessment
6.12   Strengths and Weaknesses of Portfolio Assessment

Unit 7: Best Practices in Educational Assessment

7.1   **Guidelines for Developing Assessments**:   Writing Educational Objectives, Behavioral versus non-behavioral educational Objectives, Developing and Implementing a Table of Specifications
7.2   Guidelines for Administrating Assessment
7.   Guidelines for Scoring Assessments
7.4   Guidelines for Interpreting Assessments: Using and Communicating Assessment Results
7.5   Assessment related Behaviors to avoid
7.6   The Student Evaluation Standards
7.7   Code of Professional Responsibilities in Educational Measurement
7.8   Code of Fair Testing Practices in Education
7.9   Standards for Teacher Competence in Educational Assessment

Bibliography / Webliography

- Black, P., Harrison, C. Lee, C. Marshall, B. & William, D. (2010). Assessment for learning: Putting it into practice, Berkshire, UK: Open University Press.
- Cohen, R., &Swerdlik, M. (2009). Psychological testing and assessment: An introduction to tests and measurement (7th ed.). Columbus, OH: McGraw-Hill.
- Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.
- Freeman, Richard, (2004). Planning and Implementing Assessment. New York: Rout ledge Flamer.
- Gardner, J. (2006). Assessment and learning. Thousand Oaks, California: Sage Publications.
- Georg, David (2003). Trends in Measurement and Evaluation Techniques. New Delhi: Commonwealth.
- James William (2005). Evaluation and Development of School Educations. New Delhi: Anmol Publications.
- Kline, T. J. B. (2005). Classical test theory: Assumptions, equations, limitations, and item analyses. In T. J. B. Kline (Ed.), Psychological testing: A practical approach to design and evaluation (pp. 91−106). Thousand Oaks, CA: Sage Publications. Available from: http://www.sagepub.com/upm-data/4869_Kline_Chapter_5_Classical_Test_Theory.pdf
- Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.
- Kumari, Sarita (2005). Education Assessment, Evolution and Remedial. ISHA Books.
- McMillan, J, H. (2011), classroom Assessment: Principles and practices for effective standards-based instruction (5th ed). Boston, Pearson.
- Mehnaz Aziz, (2007) Assessing children's Development through Observation, Children's Global net work Pakistan.
- Miller, M., Linn, R,.&Gronlund, N. (2009). Measurement and assessment in teaching (10th ed.). Upper Saddle River, NJ: Pearson.
- Smith, D, (2005). Theory of Educational Measurement. New Delhi: Commonwealth.
- Smith, D. (2005). History of Measurement and Evaluation. New Delhi: Commonwealth.
- Stiggins, R. Arter, J. Chappuis J, and Chappuis, S. (2006) Classroom assessment for student learning: Do it right using it well. Boston: Pearson.
- Swain, Sanjaya, (2005). Educational Measurement, Statistics and Guidance. Kalyani Publications.
- Zeng, J., & Wyse, A. (2009). Introduction to classical test theory. Lansing, MI: Michigan Department of Education. Retrieved from: http://michigan.gov/documents/mde/3_Classical_Test_Theory_293437_7.pdf

Course Code: **DTE-522**
Semester: **02**
Credit Hours: **03**
CURRICULUM PLANNING AND DEVELOPMNET

Objectives
The course will enable learners to:
- Provide adequate knowledge of basic concepts of curriculum and instruction
- Differentiating between the different types of curriculum
- Understand the relationship between curriculum and instruction
- Apply the principles of effective teaching in class room
- Play effective role in using the instructional technology

Course Outline:
Unit 1: Introduction to Curriculum
     1.1   Concepts, Elements and Scope of Curriculum
     1.2   Types of Curriculum
     1.2.1   Experience Curriculum
     1.2.2   Activity / Child oriented Curriculum
     1.2.3   Subject / Teacher oriented Curriculum
     1.2.4   Core Curriculum
     1.2.5   Integrated Curriculum

Unit 2: Foundations of Curriculum
     2.1   Philosophical
     2.2   Sociological
     2.3   Psychological
     2.4   Economic
     2.5   Technological

Unit 3: Models of Curriculum
     3.1   Rational/Objective Models:(Ralph Tyler & Hilda Taba)
     3.2   Cyclical Model (Wheeler & Nichols)
     3.3   Dynamic/Interractions Model (Walker & Skilbeck)

Unit 4: Curriculum Design
     4.1   Curriculum design and its principles
     4.2   Importance of curriculum design.
     4.3   Unit plan for a secondary school subject

Unit 5: Curriculum Development in Pakistan
     5.1   Process of curriculum development (Primary and secondary levels)
     5.2   Curriculum development at higher level
     5.3   Curriculum revision and role of Curriculum Bureau and Text Book Boards
     5.4   Role of teacher in curriculum development process at various levels
     5.5   The issues of curriculum change in Pakistan

Unit 6: Monitoring, Evaluation and Assessment of Curriculum
     6.1   Traditional and progressive notions of evaluation
     6.2   Formative and summative evaluation
     6.3   Curriculum monitoring and evaluation

Unit 7: Futuristic Perspective on Curriculum
- 7.1   Trends in curriculum
- 7.2   Technology
- 7.3   Changing needs of learners
- 7.4   Global issues

Bibliography / Webliography
- Azam, I. (2006). Futuristic education and creative thinking skills. Islamabad: ABC Enterprises.
- Beane I. A., Toefer C. F., &Alessi S. J. (1986). Curriculum planning and development. Boston: Allyn& Bacon.
- Boston: Allyn&Bacon.Farooq R. A. (1993). Education system in Pakistan: issues and problems. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
- Brameld, T. (1956). Toward a reconstructed philosophy of education. New York: The Dryden Press, Inc.
- Broom, L., & Selznick, P. (1973). Sociology. A text with adapted readings (5th ed.). New York: Harper and Row Publishers.
- Cheng, Y. C. (1994). Change in a school: An organizational perspective. International Journal of Education Management, 8, 26–34.
- Dubin, F., &Olshtain, E. (1997). Course design: Developing programs and materials for language learning. Cambridge: Cambridge University Press.
- Farooq R. A. (1993). Education system in Pakistan: issues and problems. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
- Hatch, T. (2009). The outside-inside connection. Educational Leadership, 67, 17–21.
- Kelley A.V (1999). The Curriculum: Theory and Practice. London. Paul Chapman.
- Kelly A. (1999). The curriculum: Theory and practice. London: Paul Chapman.
- Kneller, G. F. (1971). Introduction to the philosophy. New York: John Wiley and Sons.
- Mansoor, N. (2000). Guidelines to teaching. Lahore: Pakistan Education Foundation.
- Martin, J. (1983). What should we do with a hidden curriculum when we find one? In H. Giroux & D. Purpel (eds.), The hidden curriculum and moral education: Deception or discovery? (pp. 122–139). Berkeley, CA: McCutchan Publishing Corporation.
- MC Neil J.D (1990) Curriculum: A Comprehensive Introduction, (4th Edition). Los Angeles: Harper Collins
- Mohammad, R. F., &Roshni, K. (2007). Effective use of textbooks: A neglected aspect of education in Pakistan. Journal of Education for International Development, 3, 1–12.
- Mridula, P. (2007). Principles of curriculum reforms. New Delhi: Vedams eBooks Ltd.
- Murray P. (1993). Curriculum Development & Design, (5th ed), Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:
- Naik, S. P. (ed.) (1998) Education for the 21st century. New Delhi: Anmol Publishers Pvt. Ltd.
- Nunan, D. (2000). Syllabus design. Oxford: Oxford University Press.

Course Code: DTE-532
Semester: 02
Credit Hours: 03
PERSPECTIVES ON TEACHER EDUCATION

Objectives
The course will enable learners to:
- Define Teacher Education and its conceptual framework
- Differentiate between teacher training and Teacher Education
- Explain key components of Teacher Education
- Identify areas of improvement for Teacher Education in Pakistan
- Analyze Teacher Education and its allied aspectsin developed countries, developing countries and Pakistan

Course Outline:
Unit 1: Introduction to Teacher Education
    1.1   Definition and conceptual frame-work of Teacher Education
    1.2   Difference between Teacher Education and Teacher Training
    1.3   Evolution of Teacher Education as Discipline

Unit 2: Teacher Education in Pakistan
    2.1   Aims and Objectives of Teacher education
    2.2   Teacher Education addressed in National Education Policies (1947-2009)
    2.3   International/Donor Agencies Intervention for Teacher Education in Pakistan

Unit 3: Teacher Education in Developed World
    3.1   USA
    3.2   UK
    3.3   Singapore
    3.4   Japan
    3.5   Finland
    3.6   Australia
    3.7   China

Unit 4: Teacher Education in South Asia
    4.1   India
    4.2   Bangladesh
    4.3   Sri Lanka
    4.4   Maldives

Unit 5: Teacher Education in Muslim World
    5.1   Malaysia
    5.2   Turkey
    5.3   Bruni Darussalam
    5.4   Iran
    5.5   Qatar

Unit 6: Trends and Issues in Teacher Education
    6.1   National and International Professional Standards for teacher preparation
    6.2   Teacher Accreditation and Licensure as Quality Assurance Mechanism: A Case of NCATE (USA) and NACTE (Pakistan)

Bibliography / Webliography

- Abbasi, M. N., Malik, A., Chaudhry, I. S., &Imdadullah, M. (2011). A study on student satisfaction in Pakistani universities: The case of Bahaud din Zakariya University. Pakistan: Asian Social Science, 7(7).
- Adeyinka, A. A. (1994). Popular topics in comparative education for Nigerian tertiary education students. Lagos: Raytel Communication Ltd.
- Afridi, A. K., &Rahman, M. (2002). Critical issues in higher education in Pakistan. Journal of Education and Research, 5(2), 13–22.
- Alabi, I. O. (1998). Comparative education: A handbook for teachers. Oyo: Odumat Press and Publishers.
- Ali, T. (2011). Understanding how practices of teacher education in Pakistan compare with the popular theories and narrative of reforms of teacher education in international context. International Journal of Humanities and Social Science, 1(8), 208–222.
- Asghar, M., Rauf, M., Iqbal, Z., & Ahmad, M. (2010). Job satisfaction of elementary teachers. Journal of Education and Research, 7(1), 63–67.
- Awolola, A. (1986). Readings in comparative education. Ibadan: Stevelola Educational Publishers.
- Aziz, M. A. Dr. (1999), The Educational pyramid re-inverted, Lahore: United Publishers.
- Beech, J. (2006). The theme of educational transfer in comparative education: A view over time. Research in Comparative and International Education, 1(1), 2–13.
- Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.
- Cohen, P. (2004). The idea of Pakistan. Washington, D. C: Brookings Institute.
- Cowen, R. (2000). Comparing futures or comparing pasts? Comparative Education, 36(3), 333–342.
- Dahar, M., &Faize, F. (2011). Effect of the availability and the use of instructional material on academic performance of students in Punjab (Pakistan). Middle Eastern Finance and Economics, 11.
- Dilshad, M. &Iqbal, M. (2010). Quality indicators in teacher education programmes. Pakistan Journal of Social Sciences, 30(2), 401–411.
- Eugene, F.P. (2005). Critical issues in education: anthology of reading. New York: Sage Publications.
- Farooq, R.A(1990) Survey study on problems and prospects of teacher education In Pakistan
- Finch, C., &Wirtanen, L. (2000). Children and conflict: An opportunity for learning in the early childhood classroom. Retrieved from: http://www.naeyc.org/store/node/166
- Gasparini, L. (2000). The Cuban education system: Lessons and dilemmas. Country Studies: Education Reform and Management Publication Series, 1(5). Washington, D.C: World Bank.
- Ghaffar, S. A. (1995). Government policies and initiatives on reforms in examination in Pakistan. Journal of Education and Research, 1(2), 95–112.
- Ghulam G(Nd)Teacher education and professional organizations
- Goldblatt, P.F., & Smith, D. (2005). Cases for Teacher development. New York: Sage Publications.
- Gulzar, M. A., &Qadir, S. (2010). Issues of language(s) choice and use: A Pakistani perspective. Pakistan Journal of Social Sciences, 30(2), 413–424.
- Holt, L.C. (2005). Instructional Patterns: Strategies for maximizing Students Learning.

Course Code: DTE-542
Semester: 02
Credit Hours: 03
RESEARCH METHODS IN EDUCATION

Objectives
After the completion of this course, Student Teachers will be able to:
- Define what research is and identify different types of research
- Describe the importance of action research for improvement in classroom practices
- Review literature for research purposes
- Identify data collection tools
- Explain data analysis procedures
- Prepare a research proposal.

Course Outline
Unit 1: Introduction
1.1   What is research?
1.2   The importance of and need for research
1.3   Types of research methods
1.4   Historical research
1.5   Descriptive research
1.6   Causal comparative research

Unit 2: Action research: Types and reflective practices
2.1   Action research
2.2   Critical thinking
2.4   Induction and deduction
2.5   Assumptions and revisiting ideas

Unit 3: Literature review
3.1   Concept and meaning of literature review
3.2   Information sources
3.3   Primary sources
3.4   Secondary sources
3.5   Forms of literature review sources
3.6   Digital sources
3.7   Paper sources
3.8   Material sources
3.9   The importance of and need for literature reviews¡¡Clarity and focus
3.10   Broaden knowledge base of research

Unit 4: Research Methodology
4.1   Research design
4.2   Population and sampling
4.3   Data collection tools
4.4   Data collection procedure

Unit 5: Data Analysis and Interpretation
5.1   Qualitative analysis
5.2   Coding
5.3   Arranging data according to themes and patterns
5.4   Quantitative analysis
5.5   Statistical tools

Unit 6: Discussion
  6.1 Findings and drawing conclusions
  6.2 Writing summary of research
  6.3 Recommendations

Unit 7: Referencing and writing a research proposal
  7.1 Research proposal
  7.2 Contents of research proposal
  7.3 Referencing
  7.4 APA reference format with type of reference
  7.5 Summing up and conclusion

Bibliography
- Creswell, J. W. (2008). Research design: Qualitative, quantitative, and mixed methods approach. Thousand Oaks, CA: Sage Publications.
- Flower, F. J. (2008). Survey research methods: Applied social research methods. Thousand Oaks, CA: Sage Publications.
- Marshall, J. C. (2010). Classroom test construction. Boston: Addison-Wesley.
- McNiff, J., Lomax, P., & Whitehead, J. (1996). You and your action research project. New York: Routledge.
- Salkind, N. J. (2006). Exploring research. New Jersey: Pearson Prentice-Hall.
- Wiersma, W. (2000). Research methods in education. Boston: Allyn and Bacon.
- R. J. Marzano, J. S. Marzano, and D. Pickering, Classroom Management That Works: Research-Based Strategies for Every Teacher (Alexandria, VA: Association for Supervision and Curriculum Development, 2003). Available at: http://www.questia.com/library/119451162/classroom-management-that-works-research-based-strategies
- S. Vincent, TheMultigrade Classroom: A Resource Handbook for Small Rural Schools – Book 3: Classroom Management and Discipline (Portland, OR: Northwest Regional Educational Laboratory). Available at:http://educationnorthwest.org/webfm_send/1152

Course Code: **DTE-552**
Semester: **02**
Credit Hours: **03**
SCHOOL IMPROVEMENT

Objectives
The course will enable learners to:
- Understand the concept of change and school improvement
- Recognize that change can be a slow and complex process
- Identify the role of school leaders as Change Agents

Course Outline:
Unit 1: Concept and Process of Change
      1.1   Understanding the change process
      1.2.   Role of change facilitator
      1.3   Individual and organizational change
      1.4   Teacher as a Change Agent

Unit 2: Features of Effective School
      2.1   Leadership
      2.2   Within School Relationships
      2.3   School Community Relationships
      2.4   Proper Utilization of Resources
      2.5   Students' Academic Performance
      2.6   Professional Commitment of Teachers'

Unit 3: Planning School Improvement
      3.1   Need Assessment
      3.2   Survey of Human Resources
      3.3   Survey of Material Resources
      3.4   Targets and Strategies
      3.5   Assignments of Tasks
      3.6   Coordination and implementation of plan
      3.7   Supervising and Monitoring

Unit 4: Leadership Development
      4.1   Understanding leadership in schools
      4.2   Teacher as a leader
      4.3   Shared leadership

Unit 5: School Culture
      5.1   Understanding school culture
      5.2   School as a community of learners

Bibliography / Webliography

- Barshes, D. (2012). The classroom system: A living pedagogy. Retrieved from: http://www.theclassroomsystem.org/System/
- Brookhart, M. S. (2008). How to give effective feedback to your students. Alexandria, VA: ASCD.
- Clarke, Paul. Improving School in Difficulty Ruddock, Jean. How to Improve Your School.
- Daft, R. L., & Lane, P. G. (2008). The leadership experience (4th ed.). Mason, OH: Thomson.
- Dhavale, G. (2010). What is the role of a teacher? Retrieved from: http://www.buzzle.com/articles/what-is-the-role-of-a-teacher.html
- Gatwick, C. (2012). Home, school and community relations. New York, NY: Macmillan.
- Giancola, Joseph A. Transforming the Culture of School Leadership.
- Greene, J.F. (1975), School Personnel Administration, Chilton Book Company: Pennysylvania.
- Gysbers, Norman C. Developing and Managing Your School Guide Program.
- Horn, C. (1997). Teacher professionalism and leadership: Catalysts of school reform. Retrieved from: http://teachersnetwork.org/tnli/research/change/horn.htm#teachlead
- Hoy, W. K., &Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill.
- Jacobs, M. (2008). Systems thinking: The fifth discipline of learning organizations. Retrieved from: http://systemsinsync.com/pdfs/martyarticles/SystemsThinking.pdf
- Jenkin, M., Jones, J., & Lord, S. (2010). Monitoring and evaluation for school improvement.
- Jones, J. (2005). Management skills in schools: A resource of school leaders. London: Sage Publications.
- Kamble, R. R. (2011). Management skills for organizational performance: An analytical study. Indian Streams Research Journal, 1(1), 23–27.
- Khaki, J. &Safdar, Q. (2010). Educational leadership in Pakistan: Ideals and realities. Karachi: Oxford Press.
- Lunenberg, F. C., & Ornstein, A. C. (2007). Educational administration. Belmont, CA: Wadsworth Publishing Company.
- Razik, T. A., & Swanson. A. D. (2010). Fundamental concepts of educational leadership and management. Upper Saddle River, NJ Pearson.
- Shami, P. A., & Waqar, A. (2007). School management and supervision. Islamabad: Academy of Educational Planning and Management.
- Sidhu, K. S. (2005). School organization and administration. New Delhi: Sterling Publishers.

Course Code: DTE-562
Semester: 02
Credit Hours: 03
MICRO-TEACHING AND PEDAGOGY

Objectives
The course will enable learners 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

Course Outline:

Unit 1: Micro-Teaching
1.1   Definition & Concept
1.2   Phases of Micro-Teaching
1.3   Characteristics of Micro-Teaching
1.4   Skills of Micro-Teaching Techniques
1.5   Strengths & Weaknesses of Micro-Teaching

Unit 1: School Experiences
2.1   Introduction to the school and classroom context.
2.2   Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.
2.3   Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson
2.4   Assuming responsibility for planning, teaching and assessing in two subjects.
2.5   Assume additional responsibilities as agreed with the Cooperating Teacher

Unit 3: The Practicum Seminar
After every week a feedback seminar will be held for shearing of learning experience with pears & course supervisor. However, students may expect to discuss issues such as:
Practical issues of teaching in learning in their field placements,
Language learning,
Different perspectives on how to organize and manage a classroom,
Planning units of instruction,
Content-specific instruction,
Selecting and using assessments of learning,
How to use standards for primary school teaching practice,
Identifying the hidden curriculum in the classroom,

Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
Non-instructional roles of the teacher,
Working with parents and community

Unit 4: Teaching Portfolio
Students will prepare himself/herself for planning and implanting as well as evaluating his/her lessons through portfolio preparation before and after every visit to school that will approximately be of 4 weeks length.

Bibliography
- Additional assignments and/or readings will be provided throughout the semester.
- National Professional Standards of Teachers in Pakistan (NPSTP), Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009
- Practicum Book 4, Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009
- R. J. Marzano, J. S. Marzano, and D. Pickering, Classroom Management That Works: Research-Based Strategies for Every Teacher (Alexandria, VA: Association for Supervision and Curriculum Development, 2003). Available at: http://www.questia.com/library/119451162/classroom-management-that-works-research-based-strategies
- S. Vincent, The Multi-grade Classroom: A Resource Handbook for Small Rural Schools – Book 3: Classroom Management and Discipline (Portland, OR: Northwest Regional Educational Laboratory). Available at: http://educationnorthwest.org/webfm_send/1152

Course Code: **DTE-611**
Semester: **03**
Credit Hours: **03**
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
- Austism and communication Difficulties by Michael Farrell. Routledge: 2006
- Behavioral Emotional and Social Difficulties by Michael Farrell. Routledge: 2006
- 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
- Routledge: 2006
- Sensory Impairment and Physical Disability by Michael Farrell. Routledge: 2006
- The Inclusive Classroom by Jac Andrews, Nelson.

Course Code: **DTE-621**
Semester: **03**
Credit Hours: **03**
TEACHING PRACTICE (School Based Practicum)

Objectives
The course will enable learners 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

Course Outline:
Unit 1: School Experiences
    1.1   Introduction to the school and classroom context.
    1.2   Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.
    1.3   Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson
    1.4   Assuming responsibility for planning, teaching and assessing in two subjects.
    1.5   Assuming responsibility for planning, teaching and assessing at least three subjects
    1.6   Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

Unit 2: The Practicum Seminar
After every week a feedback seminar will be held for shearing of learning experience with pears & course supervisor. However, students may expect to discuss issues such as:
Practical issues of teaching in learning in their field placements,
Language learning,
Different perspectives on how to organize and manage a classroom,
Planning units of instruction,
Content-specific instruction,
Selecting and using assessments of learning,
How to use standards for primary school teaching practice,
Identifying the hidden curriculum in the classroom,
Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
Non-instructional roles of the teacher,
Working with parents and community

Unit 3: Teaching Portfolio

Students will prepare himself/herself for planning and implanting as well as evaluating his/her lessons through portfolio preparation before and after every visit to school that will approximately be of 4 weeks length.

Bibliography

- Additional assignments and/or readings will be provided throughout the semester.
- National Professional Standards of Teachers in Pakistan (NPSTP), Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009
- Practicum Book 4, Policy & planning wing, Ministry of Education, Government of Pakistan, Feb 2009

Course Code: DTE-641
Semester: 03
Credit Hours: 03
RESEARCH PROJECT

Objectives
After completion of this course, Student Teachers will be able to do the following:
- Identify areas for action research
- Develop research questions and research tools
- Conduct action research
- Identify different styles of referencing, citing, and presenting research work
- Choose a relevant and appropriate methodology for research work.

Course Outline
The following table can be used for meetings/milestones between Student Teachers and supervisors to keep a record of their work.

Date of meeting (milestone)	Discussion points	Actions to be taken	Possible feedback	Signature of supervisee/supervisor

Milestone 1
- Prepare a timeline of the project
- Identify the supervisor's role and the supervisee's responsibilities
- Plan the meeting schedule
- Discuss the schedule of conducting of research
- Discuss the meeting form as a record of research process.

Milestone 2
- Discuss getting consent and completing entry negotiations with concerned authorities
- Discuss data collection tools
- Consider the required data on variables such as the school, school schedule, school facilities, information on the class, the students, the teachers, and family background.

Milestone 3
- Discuss points arising from the first research cycle and needed changes in data collection
- Follow up on feedback of the first cycle
- Discuss ongoing data analysis.

Milestone 4
- plan for the second cycle
- review up-to-date written documents on the research process prepared by the Student Teachers.

Milestone 5
- discuss data analysis and the writing process
- present the action research project.

Bibliography
- Creswell, J. W. (2008). Research design: Qualitative, quantitative, and mixed methods approach. Thousand Oaks, CA: Sage Publications.
- Flower, F. J. (2008). Survey research methods: Applied social research methods. Thousand Oaks, CA: Sage Publications.
- Marshall, J. C. (2010). Classroom test construction. Boston: Addison-Wesley. McNiff, J., Lomax, P., & Whitehead, J. (1996). You and your action research project.
- New York: Routledge.
- Salkind, N. J. (2006). Exploring research. New Jersey: Pearson Prentice-Hall.
- Wiersma, W. (2000). Research methods in education. Boston: Allyn and Bacon.

Course Code: **DTE-641**
Semester: **03**
Credit Hours: **03**
EDUCATIONAL LEADERSHIP & ORGANIZATIONAL BEHAVIOUR

Course Objectives

- Introduction to leadership
- Dynamics of leadership
- Leadership vs. management
- Difference between group, team and organization
- Importance of school leadership
- Defining school leadership responsibilities
- Fundamental skills for effective leadership
- Tools and techniques to improve Leadership skills
- Distributing leadership within school
- Leadership beyond school walls

Unit 01: Theories & Practices of Leadership in Education

1.1 Theorizing leadership
1.2 Styles of leadership
1.3 Training & Development of Educational leadership

Unit 02: Reform, Improvement & Change

2.1 Importance of Reforms
2.2 Reform Agenda

2.3 Changing Teachers' Thinking & Practive
2.4 Case Studies

Unit 3: Types of Leadership

3.1   Participative Leadership
3.2   Situational Leadership
3.3   Contingency-Based Leadership
3.4   Transformational Leadership
3.5   Collaborative leadership
3.6   Transitional leadership
3.7   Visionary leadership

Unit 4: Core Leadership skills

4.1   Communication skills
- Communication process
- Directions of communication
- Barriers to communication
- Overcoming barriers to communication

4.2   Interpersonal skills
- Managing conflict with the school community
- Techniques for developing alternatives
- The leader as a problem solver

Unit 5: The school as a learning organization and teamwork in the workplace

      1.1   Conceptualizing the school as a learning organization

      1.2   Managing cooperation within the school

      1.3   Leadership and Team Building

Unit 6: Leading for Effective Learning

      6.1   Learning Climate

      6.2   Models of Learning

      6.3   Leading for effective learning

      6.4   Norms in learning organizations

      6.5   Professional Standards for School Leader

Bibliography

- Busher, H. (2006). Understanding educational leadership: People, power and politics. New York: Open University Press, pp. 1–11, 148–162.
- Collins, Jim (2001). Good to great: why some companies make the lead . . . and others don't. New York, NY: Harper Publishers Company.
- Fullan, Michael ((2003). The moral imperative of school leadership. Thousand Oaks, Calif: A Sage Publication Company.
- Hoy, W. K., &Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill, pp. 8–34.
- Hoy, W. K., &Miskel, C. G. (2008). Educational administration: Theory, research, and practice. Boston: McGraw-Hill, pp. 33–36, 356–371.
- Lunenburg, F. C., & Ornstein, A. C. (2007). Educational administration: Concepts and practices. Belmont, CA: Wadsworth Publishing Company, pp. 176–196.
- Northhouse, G. (2007). Leadership: Theory and practice. New Delhi: Sage Publications, pp. 175–186.
- Owens, Robert G. (2004). Organizational behavior in education. Boston, MA; Pearson Publishing Company.
- Razik, T. A., & Swanson, A. D. (2010). Fundamental concepts of educational leadership and management. Upper Saddle River, NJ: Pearson.
- Shami, P. A., & Waqar, A. (2007). School management and supervision. Islamabad: Academy of Educational Planning and Management, pp. 3–5.
- Sidhu, K. S. (2005). School organization and administration. New Delhi: Sterling Publishers.

Course Code: **DTE-651**
Semester: **03**
Credit Hours: **03**
CITIZENSHIP AND COMMUNITY ENGAGEMENT

Objectives
The course will enable learners to:
- Have improved understanding of Active Citizenship
- Understand how dialogue can strengthen communities
- Develop ability to lean and share through Dialogue
- Recognize the nature of citizen rights and responsibilities
- Develop motivation to act for long term benefits of society
- Develop skills in project planning, management and delivery

Course Outline:
Unit 1: Identity and Culture
     1.1   Confidence in yourself
     1.2   Self-Awareness
     1.3   Formation, Expression, Change and connectivity of Identities& Cultures
     1.4   Value of different perspectives

Unit 2: Intercultural Dialogue
     2.1   Role of Dialogue in strengthening the Communities
     2.2   Learning and Sharing through Dialogues

Unit 3: Local & Global Communities
     3.1   Interplay of the Culture, Community and Society
     3.2   Stake-holders and Decision-makers in Communities
     3.3   Nature of Citizen Rights and Responsibilities
     3.4   Motivation to act for Long-term benefit of Society

Unit 4: Planning Social Action
     4.1   Project Planning, Management & Delivery
     4.2   Identification of the problem for Social Action Plan

Unit 5: Delivery of Social Action
     5.1   Implementing Social Action
     5.2   Reflection on Social Action Plan Experience

Bibliography
- Bashiruddin, A &Retallick, J. (eds)., (2009). Becoming Teachers Educators, Aga Khan University – Institute of education Development: Karachi Hafeez, S. Pakistani Society
- Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Urdu Bazar, Lahore
- Horton, Paul, B. (1984), Sociology and Hunt, Chest, T., Sociology, McGraw Hill Ltd.
- Kotley, S.B (2008). The basics of Sociology, Greenwood Press: USA
- L. Marshall and F. Rowland, A Guide to Learning Independently (4th edn.) (French Forest, NSW: Pearson Longman, 2006).
- M. J. Abdalla and R. Qureshi, 'Teacher Leadership for School-Based Professional Development: A Case Study', in R. Qureshi and F. Shamim (eds.), Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice (Karachi: Oxford University Press, 2009).
- M. Shaaban and R. Qureshi, 'Teacher Leaders: Experiences of Pakistani Teachers in Leading School Improvement Activities', Conference Proceedings of the International Conference on 'Quality in Education: Teaching and Leadership in Challenging Times, 21–23 Feb 2006, Pakistan: Aga Khan University-Institute for Educational Development, 558–64.
- Marshal L & Rowland, F. (2006). A guide to learning independently, 4th edn, Pearson Longman, French Forest, NSW
- Pamela, A. Coughin, School and Family Partnership, (2004), Children Resource International, Islamabad.
- 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
- R. Qureshi and F. Shamim (eds.), Schools and Schooling Practices in Pakistan: Lessons for Policy and Practice (Karachi, Oxford University Press, 2008).
- R. Qureshi and J. Rarieya (eds.), Gender and Education in Pakistan (Karachi: Oxford University Press, 2007)
- R. Qureshi, 'Colonial Legacy: Understanding the Historical Roots of Female Illiteracy in Pakistan', Muslim Education Quarterly, 23 (2006), 20–37.
- R. Qureshi, 'Education for Inclusion: What Would It Take to Have an Inclusive Primary School in Pakistan?', Educational Awakening, 3: 20–31
- R. Qureshi, 'Is Child-Friendly School on the Agenda for School Reforms? Conversations with Pakistani School Heads', Paper presented and published in the Conference Proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, 19–20 Sept 2008, Changchun, China, 1–10.
- R. Qureshi, P. Pirzado, and S. Nasim, 'Schooling in Rural Sindh, Pakistan', in R. Qureshi and J. Rarieya (eds.), Gender and Education in Pakistan (Karachi: Oxford University Press, 2007).
- S. B. Kotley, The Basics of Sociology (Westport, CT: Greenwood Press, 2008).
- S. Hafeez, The Changing Pakistan Society (Karachi: Royal Book Company, 1991).
- Sarwar, GhulamRana, School, Maashrao war Ustad.
- Tagga, Abdul Hamid, School, MaashraOwarUstad.

Course Code: **DTE-661**
Semester: **03**
Credit Hours: **03**
EDUCATIONAL SUPERVISION

Objectives
The course will enable learners to:
- Acquaint the students with nature, meaning, definition and scopes of supervision
- Acquaint item vise traditional and modern concepts of supervision.
- Enable the students; learn the role of supervisor, and existing supervision practice.
- Plan different types of supervision

Course Outline:
UNIT 1: Introduction
     1.1   Meaning and Definition of Supervision
     1.2   Traditional and Modern concept of supervision
     1.3   Role and Responsibilities of supervisor
     1.4   Existing supervision practices

UNIT 2: Particular Models
     2.1   Clinical Models
     2.2   Developmental
     2.3   Human Resources
     2.4   Walk through super vision

UNIT 3: Nature and Scope of Supervision
     3.1   Types of Supervision
     3.2   Principles of supervision
     3.3   Planning of supervision

UNIT 4: Human Relations and Supervision
     4.1   Meaning & purposes of Human Relations
     4.2   Supervision; Relationship with Teachers and students
     4.3   Relation with students' parent's community
     4.4   Steps for better Human Relation

Bibliography
- Afridi, Arbab K. (1998), school organization, Peshawar: Ijaz printers
- Afridi, Arbab,K;(1998) Classroom Management and supervision peshawar, Ijaz printers
- AllamaIqbal Open University Course No. 502, 506
- Bovec,c,L, Thill, J. B, wood M.B.&Dovel G.P(1995) Management: International Edition, New York: McGran Hill Inc.
- Bush, T. Bell; Balan, R &Ribbins P. (1999) Educational Management: Redefining Theory, Policy and Practice London: Paul Chapnam.
- Canbs, P.H. (1970) what is Educational Planning (UNESCO IIEP) Paris.
- Dr. Zaki Educational Planning UNESCO (1975), Educational Planning in the Asian Region (Bulletin of UNESCO).
- Grace,G.(1995) School Leadership, Beyond Educational Management, London: Falmer Press
- Jones, G. (1975) Population Growth & Educational Planning N.Y.wiley.
- Luncebry F.C., (1999). Educational Demonstration Administration: concepts and practice third edition London: wadsworth.
- Mohanty, B (2001) school Administration and supervision new Delhi: Deep and Deep Publications.