

**BACHELOR OF EDUCATION**  
**B.Ed. (Hons) 2.5-year/5-Semesters Program**  
**For the entrants of 14-Year Schooling other than education**  
2017



**Department Teacher Education**  
**University of Karachi**

## YEAR / SEMESTER WISE SCHEME OF STUDIES

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

S. No.	Course Code	Title of Course	Credit Hours
<b>1<sup>st</sup>Semester</b>			
01	DTE-510	English (Technical Writing and Presentation Skills)	03
02	DTE-520	Teaching Literacy	03
03	DTE-530	Classroom Management	03
04	DTE-540	Society, School and Teacher	03
05	DTE-550	General Methods of Teaching	03
06	DTE-560	Information Communication Technology (ICT)in Education	03
<b>2<sup>nd</sup>Semester</b>			
07	DTE-511	Philosophy of Education	03
08	DTE-521	Critical Thinking and Reflective Practices	03
09	DTE-531	Assessment in Education	03
10	DTE-541	Psychology of Education & Guidance	03
11	DTE-551	Academic Content – Course I (Discipline-I)	03
12	DTE-561	Academic Content – Course I (Discipline-II)	03
<b>3<sup>rd</sup>Semester</b>			
13	DTE-512	Curriculum Planning and Development	03
14	DTE-522	Perspectives on Teacher Education	03
15	DTE-532	Contemporary Trends and Issues in Education	03
16	DTE-542	Inclusive Education	03
17	DTE-552	Academic Content – Course II (Discipline-I)	03
18	DTE-562	Academic Content – Course II (Discipline-II)	03

4 <sup>th</sup> Semester			
19	DTE-611	Comparative Education	03
20	DTE-621	Research & Statistics in Education	03
21	DTE-631	Secondary Education in Pakistan	03
22	DTE-641	Educational Policy & Planning	03
23	DTE-651	Academic Content – Course III(Discipline-I)	03
24	DTE-661	Academic Content – Course III(Discipline-II)	03
5 <sup>th</sup> Semester			
19	DTE-612	Research Project (Content embedded)	03
20	DTE-622	Educational Leadership and Organizational Behaviour	03
21	DTE-632	Pedagogy – I (Discipline-I)	03
22	DTE-642	Pedagogy – II (Discipline-II)	03
23	DTE-652	Practicum (Long Term)	06
		<b>Total Credit Hours</b>	<b>90</b>

**For Lab and field work courses, 1 credit per course will be allocated.**

Credits for Education Major = 60

Credits for selected Content Specialization= 30

#### **SPECIFICATION OF DISCIPLINE**

##### **Group 1.**

##### **\*SCIENCE**

- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

##### **Group 2.**

##### **SOCIAL SCIENCES**

- Civics
- Economics
- Geography
- Islamic Studies
- Pakistan Studies
- Psychology
- Sociology

##### **Group 3.**

##### **LANGUAGE AND LITERATURE**

- English
- Sindhi
- Urdu

**\*Prerequisites Qualification:** The candidates who wish to select a subject from group 1 are required to have studied the same subject at F.Sc. level.

Each subject will be extended to 3 content and 1 pedagogy courses along with practicum, amounting to 15 credit hours.



# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-510</b>
<b>Semester:</b>	<b>01</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>English (Teaching Writing and Presentation Skills).</b>

## Objectives

The course will enable learners to:

1. Explain in basic terms how second languages are acquired and demonstrate a working knowledge of the grammar-translation method, the audio-linguicism method, the natural approach, and communicative language teaching
2. Teach listening, reading, speaking, and writing skills to young learners using an interactive, communicative approach
3. Design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence
4. Assess their students' language performance and progress using their own self-designed assessment procedures
5. Help learners develop basic grammatical competence and vocabulary in English using a learner-centered, communicative teaching approach
6. Explain differences between teaching and testing when they are designing their own classroom materials and activities.

## Course Outline:

### Unit 1: Introduction to Second-Language Acquisition

- 1.1. Introduction to Teaching English
- 1.2. The interactionist approach

### Unit 2: Receptive Skills, Listening and Reading

- 2.1 What are listening skills?
- 2.2 Techniques and activities for teaching listening skills communicatively in the classroom
- 2.3 What is reading?
- 2.4 Techniques and activities for teaching reading communicatively

### Unit 3: Productive Skills, Speaking and Writing

- 3.1 What are speaking skills?
- 3.2 Experiencing, designing, and evaluating speaking activities for the communicative language classroom
- 3.3 Key concepts in teaching second-language writing: controlled writing, guided writing, genre-based writing, the product approach, and the process approach
- 3.4 How to help learners by helping them establish language scaffolding

### Unit 4: Teaching Grammar Communicatively

- 4.1 Review of basic concepts in grammar: tense; subject-verb agreement; formation of interrogative and negative verb forms; subject-verb-object (SVO) word order; and simple, compound, and complex sentences
- 4.2 What is a communicative approach to teaching grammar?

### Unit 5: Teaching Vocabulary Effectively

- 5.1 Function words versus lexical words
- 5.2 Practical activities for teaching and reviewing vocabulary

### Unit 6: Assessing Language Performance

- 6.1 Some basic principles and key concepts of assessment
- 6.2 Samples of test types that can be used to test young learners

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-520  
**Semester:** 01  
**Credit Hours:** 03  
**Course Title:** Teaching Literacy

## Objectives

The course will enable learners to:

1. To contextualize literacy in international and national perspectives
2. Describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving
3. Identify phases of second language development and the implications for reading and writing instruction
4. Identify various phases in reading development
5. Explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers
6. 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
7. Differentiate instruction through various classroom organizational structures and teaching strategies
8. Identify supports for learning to read and write, including family and community.

## Course Outline:

### Unit 1: Understanding Literacy

- 1.1 International, national and local perspectives of literacy
- 1.2 Literacy in National Education Policies in Pakistan
- 1.3 Oral language as foundation of reading and writing
- 1.4 Stages of reading development
- 1.5 Learning to read and write in a multilingual context
- 1.6 Instructional models of reading development at early grades
- 1.7 Writing development in early grades
- 1.8 Reading writing connections

### Unit 2: Growing Up to Read and Write: Early-Grade Reading and Writing

- 2.1 Introduction to the components of reading
- 2.2 Phonological instruction and assessment in English, Urdu and Regional Language
- 2.3 The Alphabetic Principle
- 2.4 Phonics instruction and assessment for the early grades
- 2.5 Literacy rich classroom environment
- 2.6 Types of print resource to use an early literacy classroom

### Unit 3: Components of Reading and Assessment for Learning

- 3.1 Fluency instructions and assessment
- 3.2 Vocabulary instruction and assessment
- 3.3 Comprehension instruction and assessment
- 3.4 Matching Text to Students
- 3.5 Guided Reading

### Unit 4: Dealing with Reading Difficulties

- 4.1 Types of Reading Difficulties
- 4.2 Identification of Reading Difficulties

- 4.3 How to help young struggling Readers
- 4.4 Role of a Literacy Teacher in a Community

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- Help Your Child Learn to Read  
<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> Put Reading First: Kindergarten to Grade 3
- <http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf> The Natural Approach: Stages of Second Language Development  
<http://www.readinga-z.com>: Reading A to Z
- <http://www.aft.org/pdfs/teachers/rocketscience0304.pdf> Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do  
<http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf> Put Reading First:
- <http://www.learner.org/resources/series162.html> Teaching Reading K-2: A Library of Classroom Practices <http://www.learner.org/workshops/writing35/index.html> Reading Like a Writer Video
- <http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF> Learning to Read and Write: Developmentally Appropriate Practices for Young Children  
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-530</b>
<b>Semester:</b>	<b>01</b>
<b>Credit Hours;</b>	<b>03</b>
<b>Course Title:</b>	<b>Classroom Management</b>

## Objectives

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

1. Define classroom management as a means to maximizing student learning.
2. Identify key features of a well-managed classroom.
3. Plan lessons, activities and assignments to maximize student learning.
4. Differentiate instruction according to student needs interests and levels.
5. Design and practice predictable classroom routines and structures to minimize disruptions
6. Plan for a culture of caring and community in the classroom

## Course Outline:

### Unit 1: Overview / Introduction to Classroom Management

- 1.1 Definition of Classroom Management
- 1.2 Key concept / terminology in Classroom Management
- 1.3 Need / importance / rationale for Effective Classroom Management
- 1.4 Elements of Classroom Management
- 1.5 Models of Classroom Management
- 1.6 Approaches to Classroom Management

### Unit 2: Classroom Management – Skills and Techniques

- 2.1 Creating positive / Classroom Environment
- 2.2 Interpersonal relationship in the classroom / Respectful & caring relationship in the classroom
- 2.3 Managing and conducting learning activities
- 2.4 Setting and enforcing Rules
- 2.5 Developing and implementing Procedure
- 2.6 Freedom and Discipline

### Unit 3: Motivation for Learning & Classroom Management

- 3.1 Definition, concept and process of Motivation
- 3.2 Types of Motivation (Extrinsic and intrinsic)
- 3.3 Maslow's hierarchy of Human Needs
- 3.4 Effects of Motivation on student Learning
- 3.5 Strategies for promoting student motivation / Role of Teacher as Motivator

### Unit-4: Curriculum and Classroom Management

- 4.1 Definition of Multi-grade Teaching
- 4.2 Merits and Challenges of Multi-grade Teaching: Administrative and Pedagogical perspective
- 4.3 Multi-grade Teaching in Pakistan
- 4.4 Differentiated Instruction & Classroom Management
- 4.5 Overcrowded Classrooms

### Unit 5: Creating Shared Values through Teacher -Family Partnership

- 5.1 Perspective on family involvement
- 5.2 Brief history of family involvement
- 5.3 Research on child development as motivation to include parents
- 5.4 Benefits of teacher family partnerships

**Unit 6: Managing Behavior Effectively (Case Studies of Disruptive Behavior Management)**

- 6.1 Classroom Behaviour Management in Practice: Strategies & Alternatives to Corporal Punishment
- 6.2 Strengths and Limitations of Classroom Behaviour Management
- 6.3 Models of effective Classroom Management
- 6.4 Strengths and limitations of classroom Management Model
- 6.5 Managing Conflict and Behaviour Management

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- Chapter 1—Introduction to Proactive Classroom Management [http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley\\_Ch1\\_Introducti ontoProactiveClassroomManagement.pdf](http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_Introducti ontoProactiveClassroomManagement.pdf)
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-540  
**Semester:** 01  
**Credit Hours;** 03  
**Course Title:** Society, Schools and Teacher

## Objectives

The course will enable learners to:

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

## Course Outline:

### Unit 1: Society

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

### Unit 2: Society and Culture

- 2.1 Meaning of culture
- 2.2 Characteristics of culture
- 2.3 Cultural diversity
- 2.4 Culture of Pakistan society
- 2.5 Elements of Pakistani culture
- 2.6 Role of education in promoting culture

### Unit 3: Group and Group Dynamics.

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

### Unit 4: Socialization

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

### Unit 5: Social Institutions

- 5.1 Definition of social institutions
- 5.2 Types of social institutions
  - The family
  - Economic institutions
  - Religious institutions
  - Political institutions
  - Educational institutions
  - Play and recreational institutions

## **Unit 6: Social Control**

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

## **Unit 7: Teacher, School and Community**

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

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-550</b>
<b>Semester:</b>	<b>01</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>General Methods of Teaching</b>

## Objectives

This Course will enable the prospective teachers to:

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

## Course Outline:

### 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-centered and student-centered 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-centered, learner-centered, 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 Conducive Learning 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

### **Bibliography / Webliography**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-560</b>
<b>Semester:</b>	<b>01</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Information and Communication Technology (ICT) in Education (Foundation)</b>

## Objectives

The course will enable learners to:

1. Develop a well-articulated perspective on information and communications technology in education informed by personal experience and critical examination of computer resources, curriculum, and educational practice.
2. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
3. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
4. participate in local and global learning communities to explore creative applications of technology to improve student learning
5. promote student reflection using collaborative tools to reveal and clarify students' understanding and thinking, planning and creative processes

## Course Outline:

### Unit1: Introduction to ICTs, Policy and Other Guidelines for Use of ICTs in Education

- 1.1 Introduction and Guidelines
- 1.2 ICTs Integration, Standards and Competencies for Teachers

### Unit 2: ICTs Integrated into Curriculum and Instruction

- 2.1. Learning through custom-designed/ready-made applications
- 2.2. Audio, Radio Broadcast and Interactive Radio Instruction (IRI)
- 2.3. Video, animations, movies and television broadcast
- 2.4. Learning through Internet /Videos in Education
- 2.5. Using Digital Camera in Education
- 2.6. Interactive Games and Puzzles
- 2.7. Planning for ICTs Integration

### Unit 3: Collaborative Learning using ICTs

- 3.1 Enhancing Opportunities for Collaborative Learning
  - Collaborative projects (using email, Google Docs/presentations, etc.) – folk
  - Using Wikis and Blogs – an introduction

### Unit 4: ICTs for Life-long Learning and Teacher Professional Development

- 4.1 ICTs for life-long learning and teacher professional development
  - Why life-long learning?
  - Planning – an information resource (TL resources on WWW, Wikipedia, National curriculum, etc.)
  - Learning content and methods
  - ICT/Collaborative Tools for Teachers (Emails, discussion groups, chat, mailing lists, professional forum, etc.)
  - Teaching-learning and assessment tools (templates, lesson plans, worksheets, online tests-IELTS, etc.)
  - Video/teleconferencing (Skype)
  - E-Learning and Blended Learning (Introduction)

### **Unit 5: Evaluating ICT Tools and Resources for Use**

- Evaluating ICT tools and resources
- Making decisions on identifying ICT resources: Assessing quality and usability of ICT resources with the help of rubrics
- Assessing quality of websites and other Internet applications, educational games, etc. (Gathering and analyzing information)

### **Bibliography / Webliography**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-511</b>
<b>Semester:</b>	<b>02</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Philosophy of Education</b>

## Objectives

The course will enable learners to:

1. Comprehend the meaning and Scope of Philosophy
2. Understand the subdivisions of philosophy and their relevance to educational process
3. Analyze the leading Western Philosophies and Theories of Education
4. 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
5. Analyze how philosophies and theories of education influence curriculum and teaching and learning in schools
6. 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
- 3.6 Essentialism

### 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 Spencer

#### 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
- Contemporary Reformer in Sub-Continent**
- 4.12 Dr Zakir Hussain
- 4.13 Sir Syed Ahmed Khan
- 4.14 Hakim Muhammad Saeed

**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)
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-521  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** Critical Thinking and Reflecting Practices

## Objectives

The course will enable learners to:

1. Differentiate between 'Good' and 'Bad' bent of mind
2. Ask and analyze thought provoking Questions
3. Understand the relationship of critical thinking with reading and writing
4. Foster rational motivation among the students
5. Apply critical thinking in different content areas
6. Develop the habit of contributive thinking
7. Understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
8. 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 Why Critical Thinking Matters?
- 1.3 Critical Thinking and the Process of Analysis
  - A. Teaching Students to Think Theoretically
  - B. Teaching Students to Think Empirically

### Unit 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
- 4.5 Status of the Author
- 4.6 Comparing and Contrasting Different Sources

### Unit 5: Introduction to Reflection

- 5.1 Meaning of reflection on practice/educational issues
- 5.2 Significance of reflection for teacher

### Unit 6: Major Proponents of Reflective Practice

- 6.1 John Dewey
- 6.2 L. Stanhouse
- 6.3 D. Schon

### **Unit 7: Process and Techniques of Reflection**

- 7.1 Process of reflection
- 7.2 Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)
- 7.3 Skills for reflection

### **Unit 8: Application of skills and approaches to reflection**

- 8.1 Systematic reflection throughout the coursework
- 8.2 Identify key questions for their own role as novice teachers
- 8.3 Understand the issues in becoming a reflective practitioner

### **Bibliography / Webliography**

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- Barrow, R. (1990) Understanding Skills: Thinking, Feeling and Caring. London, Ontario: Althouse.
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-531  
**Semester:** 02  
**Credit Hours:** 03  
**Course Title:** Assessment in Education

## Objectives

The course will enable learners to:

1. Understand the concept of evaluation and testing
2. Determine the qualities of a good test
3. Plan and construct appropriate classroom test to evaluate student's performance
4. Make report of the test results to different stake holders

## Course Outline:

### Unit 1: Introduction to Educational Assessment

- 1.1 The language of Assessment: ( Test, Measure and Assessment
- 1.2 Assumptions of Educational Assessment
- 1.3 Participants in the Assessment Process
- 1.4 Educational Assessment and Law
- 1.5 What Teachers need to know about Assessment
- 1.6 Educational Assessment in 21<sup>st</sup> Century

### Unit 2: The Basic Mathematics of Measurement

- 2.1 **Scales of Measurement** : Nominal, Ordinal, Interval, Ratio)
- 2.2 **Description of Test Scores:** Distributions, Measure of Central Tendency, Measure of Variability
- 2.3 **Co-relation Coefficients:** Scatterplots, Correlation and Prediction, Correlation versus Causality

### Unit 3: The Meaning of Test Scores

- 3.1 Norm-referenced and Criterion Referenced Score Interpretations
- 3.2 Norm-referenced versus Criterion Referenced
- 3.3 Qualitative Descriptions of Scores

### Unit 4: Test Construction

- 4.1 Reliability and Validity: Concept and Definition
- 4.2 Errors of Measurement
- 4.3 Methods of Estimating Reliability
- 4.4 Evaluating the standard Error of Measurement
- 4.5 Reliability: Practical Strategies for Teachers
- 4.6 Validity for Teachers: Threats to Validity
- 4.7 Types of Validity Evidence
- 4.8 Validity: Practical Strategies for Teachers
- 4.9 **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
- 5.3 True False Items: Guidelines for developing, Strengths and Weaknesses
- 5.4 Matching Items: Guidelines for developing, Strengths and Weaknesses
- 5.5 Essay Items; Purpose, guidelines for developing and scoring, Strengths and Weaknesses
- 5.6 Short Answer Items:;, Guidelines for developing and scoring, Strengths and Weaknesses

### Unit 6: Performing Assessment and Portfolios

- 6.1 What are performing Assessments
- 6.2 Guidelines for Developing Effective Performance Assessment

- 6.3 Guidelines for Developing Portfolio Assessment
- 6.4 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 Administering Assessment
- 7.3 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**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-541  
**Semester:** 02  
**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 Learner

## **Recommended Books & References**

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- 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](http://peoplelearn.homestead.com/BEduc/Chapter_7.pdf)



# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-512</b>
<b>Semester:</b>	<b>03</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Curriculum Planning and Development</b>

## Objectives:

The course will enable learners to:

1. provide adequate knowledge of basic concepts of curriculum and instruction
2. differentiating between the different types of curriculum
3. understand the relationship between curriculum and instruction
4. apply the principles of effective teaching in class room
5. play effective role in using the instructional technology

## Course Outline:

### Unit 1: Introduction to Curriculum

- 1.1 Meaning, concepts and importance of curriculum
- 1.2 Types of curriculum
  - Experience Curriculum
  - Activity / Child oriented Curriculum
  - Subject / Teacher oriented Curriculum
  - Core Curriculum
  - Integrated Curriculum: Themes, topics and strategies
- 1.3 Traditional and progressive conceptions of curriculum
- 1.4 Essential elements in curriculum
- 1.5 Curriculum design elements
- 1.6 Bloom's Taxonomy of Educational Objectives (content selection, implementation of curriculum, and the curriculum milieu).

### Unit 2: Foundations of Curriculum

- 2.1 Philosophical
- 2.2 Sociological
- 2.3 Psychological
- 2.4 Cultural

### Unit 3: Models of Curriculum

- 3.1 Tyler Model
- 3.2 Wheeler Model
- 3.3 Dynamic Model
- 3.4 Skel Beck Model

### Unit 4: Curriculum Design

- 4.1 Curriculum design and its principles
- 4.2 Importance of curriculum design.
- 4.3 Unit plan for a primary 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 HEC
- 5.4 Role of teacher in curriculum development process at various levels
- 5.5 The issues of curriculum change in Pakistan

### Unit 6: Curriculum Monitoring, Evaluation and Assessment

- 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**

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- 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.
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-522</b>
<b>Semester:</b>	<b>03</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Perspectives on Teacher Education</b>

## Objectives

The course will enable learners to:

1. Define Teacher Education and its conceptual framework
2. Differentiate between teacher training and Teacher Education
3. Explain key components of Teacher Education
4. Identify areas of improvement for Teacher Education in Pakistan
5. Analyze Teacher Education and its allied aspects in 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 Germany
- 3.7 China

### Unit 4: Teacher Education in South Asia

- 4.1 India
- 4.2 Bangladesh
- 4.3 Sri Lanka

### Unit 5: Teacher Education in Muslim World

- 5.1 Malaysia
- 5.2 Turkey
- 5.3 Bruni Darussalam
- 5.4 Iran

### 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)

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-532  
**Semester:** 03  
**Credit Hours;** 03  
**Course Title:** Contemporary Issues and Trends in Education

## Objectives

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

1. Examine the social implications of the mdgs and the EFA goals
2. Identify different issues pertaining to diversity as well as their impact on student learning
3. State the nature and scope of the factors affecting the quality of schooling
4. Explain how different kinds of schooling affect the quality of schooling
5. Analysis the changing role of the teacher in contemporary society
6. Critically evaluate the roles of peace, conflict, and education in the development of human society.

## Course Outline:

### Unit 1: Globalization, the Millennium Development Goals, and Education for All

- 1.1 Globalization
- 1.2 The role of globalization in education
- 1.3 The effects of globalization in the education sector
- 1.4 MDGs: General description and indicators
- 1.5 Implementation of the MDGs
- 1.6 Challenges and further strategies in the local context
- 1.7 EFA: General description and indicators
- 1.8 Implementation of EFA
- 1.9 Challenges and further strategies in the local context

### Unit 2: Issues of diversity

- 2.1 Diversity
- 2.2 The impact of diversity on education
- 2.3 Approaches to addressing diversity issues:
  - Learning difficulties
  - Language
  - Religion
  - Gender
  - Culture
  - Social and economic status
- 2.4 The role of education in addressing issues of diversity
- 2.5 Strategies and examples of diversity-inclusive pedagogy

### Unit 3: The role of peace education at the micro- and macro-levels

- 3.1 Introduction to peace education
- 3.2 Societal factors affecting peace in the Pakistani context
- 3.3 Conflicts in schools: Tolerance
  - Bullying
  - Violence
- 3.4 Conflict resolution at the school level

- 3.5 The impact of peace issues on education
- 3.6 Peace education: A strategy for conflict resolution
- 3.7 Projects on selected conflicts Presentation of the projects

#### **Unit 4: The role of schools in addressing contemporary issues**

- 4.1 The relationship between school and society
- 4.2 Schools as social agents and social critics
- 4.3 The need for schools to create active citizens
- 4.4 The role of schools in producing workers and professionals
- 4.5 The role of schools in imparting democratic education
- 4.6 The importance of character education and skills development
- 4.7 Factors affecting the quality of schooling
- 4.8 Issues faced by schools

#### **Unit 5: The changing role of the teacher**

- 5.1 The various roles of a teacher
- 5.2 The teacher's responsibility to value all learners
- 5.3 Teachers as world change agents
- 5.4 External issues affecting teachers' performance
- 5.5 Interpersonal and social issues in education
- 5.6 Internal issues affecting teachers' performance
- 5.7 Teachers' strategies to tackle the issues

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-542  
**Semester:** 03  
**Credit Hours:** 03  
**Course Title:** Inclusive Education

## Objectives

The course will enable learners to:

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

## Course Outline:

### Unit 1: Introduction

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

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- Dyslexia and other specific Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2006
- Autism and communication Difficulties by Michael Farrell. Routledge: 2006
- Sensory Impairment and Physical Disability by Michael Farrell. Routledge: 2006
- Behavioral Emotional and Social Difficulties by Michael Farrell. Routledge: 2006
- The Inclusive Classroom by Jac Andrews, Nelson.



# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-611</b>
<b>Semester:</b>	<b>03</b>
<b>Credit Hours;</b>	<b>03</b>
<b>Course Title:</b>	<b>Comparative Education</b>

## Objectives

The course will enable learners to:

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

## Course Outline:

### Unit 1: Introduction to Comparative Education

- 1.1 Concept of comparative education  
Meaning Need and Scope
- 1.2 Purpose of comparative education
- 1.3 Methods & Comparative Education

### Unit 2: Elements of Comparative Education

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

### Unit 3: Comparative View of Systems of Education in Pakistan

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

### Unit 4: Comparative Education in Developed Countries

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

### Unit 5: Comparative Education in Developing Countries

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

### Unit 6: Global Issues in Comparative Perspective (focusing developing countries)

- 6.1 Quality education
- 6.2 Education for All
- 6.3 Recruitment of teachers at secondary and higher secondary levels
- 6.4 Admission procedure at higher education level

## **Bibliography / Webliography**

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- Afridi, A. K., & Rahman, M. (2002). Critical issues in higher education in Pakistan. *Journal of Education and Research*, 5(2), 13–22.
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-621</b>
<b>Semester:</b>	<b>04</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Research &amp; Statistics in Education</b>

## Objectives

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

1. Define what research is and identify different types of research
2. Describe the importance of action research for improvement in classroom practices
3. Review literature for research purposes
4. Identify data collection tools
5. Explain data analysis procedures
6. Prepare a research proposal.

## Course Outline

- 1.1 What is research?
- 1.2 The need and importance of research
- 1.3 Types of research

### Unit 2: Types of reflective practices

- 2.1 Scientific Method
- 2.2 Critical thinking
- 2.3 Induction and deduction
- 2.4 Assumptions and revisiting ideas

### Unit 3: Literature review

- 3.1 Concept and meaning of literature review
- 3.2 Information sources
  - Primary sources
  - Secondary sources
- 3.3 Forms of literature review sources
  - Digital sources
  - Paper sources
  - Material sources
- 3.4 The importance of and need for literature reviews; Clarity and focus
- 3.5 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: Findings, Summary, and Recommendations**

- 6.1 Findings and drawing conclusions
- 6.2 Summary
- 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

## **Unit 8: Essentials of the Statics for Behavioral Sciences**

- 8.1 Introduction to Descriptive Statistics
  - A. Frequency Distribution
  - B. Measures of Central Tendency
  - C. Measures of Variability
- 8.2 Foundations of Inferential Statistics
  - A. z-Scores: Location of Scores & standardized distributions
  - B. Probability
  - C. Hypothesis testing
  - D. t-Statistics
  - E. Analysis of variance
- 8.3 Correlations and Non-Parametric Tests
  - A. Correlation & Regression
  - B. The Chi-square Statistics

## **Bibliography / Webliography**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-631</b>
<b>Semester:</b>	<b>04</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Secondary Education in Pakistan</b>

## Objectives

The course will enable the learners to:

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

## Course Outline:

### Unit 1: Introduction to Secondary Education

- 1.1 Definition, Aims, Nature and significance of Secondary Education
- 1.2 Scheme of Studies for Secondary School Education
- 1.3 Scheme of Studies for Higher Secondary School Education
- 1.4 Secondary Education addressed in National Education Policies of Pakistan (1947- 2015)

### Unit 2: Organizational Structure of Secondary Education

- 2.1 Ministry of Education
- 2.2 Educational Secretariat
- 2.3 Provincial Departments of Education
- 2.4 Directors Public Instruction
- 2.5 Federal Government Educational Institutes (Cantt & Garrison)
- 2.6 Boards of Intermediate and Secondary Education
- 2.7 National Bureau of Curriculum and Sindh Text-Book Board
- 2.8 Secondary Education after 18<sup>th</sup> Constitutional Amendment

### Unit 3: Curriculum Development in Secondary School Level in Pakistan

- 3.1 Aims and objectives of Curriculum Development at Secondary Level in Pakistan
- 3.2 Characteristics of Secondary School Curriculum
- 3.3 Mechanism of Curriculum Development for Secondary Level in Pakistan

### Unit 4: Evaluation at Secondary Level

- 4.1 Examination System and Evaluative process
- 4.2 Examination System: Comparative analysis of Federal Board of Intermediate and Secondary Education, Board of Secondary Education Karachi and Aga Khan University Examination Board
- 4.3 Cambridge International Examination: International General Certificate of Secondary Education (IGCSE)

### Unit 5: Problems Issues and trends in Secondary Education in Pakistan

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

### Unit 6: Secondary Education in Comparative Perspective

- 6.1 Secondary Education in USA
- 6.2 Secondary Education in UK

- 6.3 Secondary Education in Japan
- 6.4 Secondary Education in China
- 6.5 Secondary Education in Malaysia
- 6.6 Secondary Education in India
- 6.7 Secondary Education in Sri Lanka

### **Bibliography / Webliography**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-621  
**Semester:** 04  
**Credit Hours:** 03  
**Course Title:** Educational Policy & Planning

## Objectives

The course will enable learners to:

1. To acquaint students with the concept, meaning and approaches of educational planning.
2. To enable them to analyze the process of educational planning
3. To 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.
  - Social Demand Approach
  - Manpower Requirement Approach
  - 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
  - Population
  - Pressure groups
  - Lack of Resources
  - Unstable political situation
- 4.3 Role of Administrator in Educational Planning

## Bibliography / Webliography

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

**Course Code:** DTE-612  
**Semester:** 05  
**Credit Hours:** 03  
**Course Title:** Research Project

## Objectives

After completion of this course, Student Teachers will be able to do the following:

1. identify areas for action research
2. develop research questions and research tools
3. conduct action research
4. identify different styles of referencing, citing, and presenting research work
5. 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, and 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 / Webliography

- 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.
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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-622</b>
<b>Semester:</b>	<b>05</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Educational Leadership Organizational Behaviour</b>

## Course Objectives

1. Introduction to leadership
2. Dynamics of leadership
3. Leadership vs. management
4. Difference between group, team and organization
5. Importance of school leadership
6. Defining school leadership responsibilities
7. Fundamental skills for effective leadership
8. Tools and techniques to improve Leadership skills
9. Distributing leadership within school
10. 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 & Practice
- 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

- 5.1 Conceptualizing the school as a learning organization
- 5.2 Managing cooperation within the school
- 5.3 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 / Webliography**

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# Department of Teacher Education

University of Karachi

Bachelor of Education B.Ed. (Hons.) Secondary, 05 Semester Program

<b>Course Code:</b>	<b>DTE-652</b>
<b>Semester:</b>	<b>05</b>
<b>Credit Hours:</b>	<b>03</b>
<b>Course Title:</b>	<b>Practicum (Long Term)</b>

## Objectives

The course will enable learners to:

1. Reflect on and learn from teaching practice.
2. Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
3. Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
4. 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.
5. Utilize appropriate instruments or techniques for assessing student learning and learning needs.
6. Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs

## Course Outline:

### Unit 1: School Experiences

- Week 1:** Introduction to the school and classroom context.
- Week 2:** Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.
- Week 3:** Assuming responsibility for planning, teaching and assessing a at least one subject matter's lesson
- Week 4:** Assuming responsibility for planning, teaching and assessing in two subjects.
- Week 5:** Assuming responsibility for planning, teaching and assessing at least three subjects
- 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 peers & 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 / Webliography**

- 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