**Lahore College for Women University**

**Department of English**

**BS English (Language & Literature)**

**Course Title: Functional English Semester: I Course Code: CC/ENG-112 Credit Hours: 3(3+0) Course Description:**

This course is designed to instil in its learners a sense of the usage of language in everyday life. The course uses an integrated approach to language teaching that focuses on all of the four language skills—listening, speaking, reading, and writing—in natural settings. It is important to remember that these language skills cannot be taught in isolation and must be proficiently linked with each other during the classroom teaching.

**Course Objectives:**

The purpose of this course is to equip the learner with necessary language skills required for academic and professional life. Learners who achieve this qualification will demonstrate the ability to read, write, speak, listen and communicate in English.

Some specific skill based objectives of this course include:

i) Enhancement of listening and speaking skills for wider use ii) Comprehension and

interpretation of simple and complex texts (Reading) iii) Development of writing skills for personal, professional, and academic purposes By the end of this course, the students will be able to:

i) Understand the basic structure of language and its usage ii) Communicate clearly and effectively in English

iii) Write grammatically and structurally sound components of language with a considerable

flair for using broad and appropriate range of vocabulary **Course Contents:**

* Language Skills (Listening/Speaking/Reading/Writing)
* Formal and Informal Communication (Presentation Skills/ Informal Debate and Panel Discussion/ Oral Reports/Job Interview)
* Reading (Use of Dictionary/Reading Comprehension-Fiction and Non-Fiction)  Formal and Informal Writing (Syntax/Synthesis/Paragraphs/Emails/Letters/Minutes of the Meeting)

**Books to be consulted:**

i) An Introduction to Linguistics (by Loreto Todd) ii) Eng 503- Communication Skills iii)

Communication Skills-1 (by Sahar Javed) iv) Eng-

401- English Grammar: Syntax **Reference Books**

* Eng 301- Basic Study Skills for Learners of English
* Eng 403/404- Developing Reading Comprehension/ Developing Writing Skills (Essays)  Eng-506 - Exploring Literature
* **(Note:** The teacher can also use any other available sources/material/reference books in the class**)**

**Lahore College for Women University Department of English**

**BS English (Language & Literature)**

**Functional English**

**Weekly Plan**

**Mid Term**

|  |  |
| --- | --- |
| **Weeks** | **Syllabus Plan** |
| Week 1  (Listening)  **Resource Book**  **Communication**  **Skills-1**  **(by Sahar Javaid)** | **Lecture 1:** Introduction to the Course Outline and the importance of learning the four language skills.   Introduction to Listening as a Skill. Discussion on the following topics:   1. Difference between Listening and Hearing. 2. Types of Listening (to suit personal Requirements) iii) Types of Listening (to attain academic/professional goals) iv)   Types of Listening (to prioritize other people’s needs)  **Lecture 2:** Discussion on the four steps of Effective Listening  i) Receiving Phase ii)  Comprehension Phase iii)  Assessing Phase  iv) Reaction/Response Phase  **Class Activity 1: Snowflake Activity (From the Attached List of Activities)**  **Lecture 3:** Discussion on how to Improve Listening Skill  **Tasks for Homework: Assign Homework Task 1 and 2 to students Homework Task 1:** Over the weekend, the students will watch an English movie (without subtitles) of their choice.    **Homework Task 2:** During the weekend, the students will focus on the conversations at home (amongst family members) and based on the tone/volume/vocabulary being used, they will evaluate certain moods/behaviour patterns of their family members. |
| Week 2  **Resource Book**  **Communication**  **Skills-1**  **(by Sahar Javaid)** | **Lecture 1:** ➔Discussion on the Homework tasks assigned in the last week   * Discussion on the necessary strategies to learn listening skills such as Focus/Attention/Eye Contact/Response-Feedback/Patience etc **Lecture 2:** Discussion on the Two Types of Listening * Passive Listening * Active Listening   **Class Activity 2: Listening With or Without Distraction (From the Attached List of Activities)**    **Lecture 3:** Discussion on taking instructions and note taking.   * Detailed discussion on note taking and note making.   **Class Activity 3: Listening and Drawing (From the Attached List of Activities)** |

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| Week 3  Speaking  **Eng 503-**  **Communication**  **Skills** | **Lecture 1:** **Introduction to Speaking as a Skill** A Quick discussion on the given topics:   * Why should we learn to speak English? * Difference between Verbal and Non-Verbal Communication  Language of Silence   Discussion on **Unit I-**Perception of the Self-Concept and Self Awareness  **Class Activity 4: Individual Introduction**  **Lecture 2: Unit II**  **Verbal Communication**   * Detailed discussion on the Functions of Language and Key Factors in Verbal Communication   **Lecture 3: Unit III**  **Non-Verbal Communication (Complete Unit)**   * A thorough analysis of the complete chapter with a special emphasis on the following:   -Paralanguage and Meta-Communication  -Universals of Non-Verbal Communication  -Space Communication  -Language of Silence  **Class Activity 5: We Have to Move Now! (from the list of activities)**  **Class Activity 6: Nonverbal Activity 4: Silent Movie** |
| Week 4  **Eng 503-**  **Communication**  **Skills** | **Lecture 1:** **Unit IV**  **Informal Communication in Groups** Discussion on the two given topics:   * Role and Value of asking Questions * Informal Debate and Panel Discussion **Lecture 2: Unit V**   **Effective Speaking-Formal and Individual- I** Discussion on:   * Preparing and Presenting Oral Reports * Guidelines for Presenting a Book Review/Film Review **Lecture 3: Unit V**   **Effective Speaking-Formal and Individual- I (continued)** Discussion on:   * General Rules of Talking on the Telephone * Job Interview     **Home Task: The students will be asked to read a book OR watch a movie and present their reviews on it in the Presentation Week. (Group Activity) The students will also submit the written review (Book or Film) as group assignments.** |
| Week 5 **Eng**  **503-** | **Presentation Week**  **Lecture 1:** **Unit VI**  **Making an Academic Presentation** |
| **Communication**  **Skills** | Detailed discussion on the steps of making a formal presentation.  **Lecture 2: Group Presentations**  **Lecture 3: Group Presentations**     **Submission of Assignment** |
| Week 6 |  |
| Reading  **Eng 301- Basic**  **Study Skills for**  **Learners of English** | **Reading Lecture 1:** **Introduction to Reading as a Skill** Discussion on the following:   * Reading and Comprehension * Enhancement of Vocabulary for effective reading **Lecture 2: Chapter II-Using a Dictionary** Discussion on:  How to use a dictionary * Contents of a dictionary Exercises on dictionary usage.   **Lecture 3: Chapter IV- Improving Reading**  A detailed study of the complete chapter |
| Week 7  **Eng 403/404-**  **Developing**  **Reading**  **Comprehension/**  **Developing**  **Writing Skills**  **(Essays)** | **Reading Comprehension (Non-Fiction)**  **Lecture 1: Reading Comprehension and Vocabulary Development II**   * Reading of Text 2 (Pitying Animals) * Exercise of Text 2   **Lecture 2: Reading Comprehension and Vocabulary Development II**   * Reading of Text 5 (The World Food Programme)  Exercise of Text 5   **Lecture 3: Reading Comprehension and Vocabulary Development II**   * Reading of Text 8 (Ducks) * Exercise of Text 8   **Home Tasks: Reading of Text 3,6 and 7.** |
| Week 8  **Eng-503**  **Exploring**  **Literature** | **Reading Comprehension (Fiction) Lecture**  **1:**  Reading and Comprehension of the short story, “The Lady or the Tiger” by  Frank R. Stockton  (Comprehension exercises will be done from the list of exercises attached) **Lecture 2:**  Reading and Comprehension of the short story, “ The Story of an Hour” by Kate  Chopin  Discussion on the ending of the story through exercises from the list.  **Home Tasks: Reading and exercises of the short story “My Oedipus Complex” by Frank O’ Connor.**    **Lecture 3: Revision** |

**Mid Term Examination**

**Lahore College for Women University**

**Department of English**

**BS English (Language & Literature)**

**Functional English**

**Weekly Plan (Final Term)**

|  |  |
| --- | --- |
| **Weeks** | **Syllabus Plan** |
| Week 9  **An Introduction to**  **Linguistics**  **(by Loreto Todd)** | **Writing**  **Lecture 1: Chapter 6-Syntax (continued)** Discussion on the following:  i) The Importance of writing as a Skill ii) How words combine into larger units iii) Introduction to the basic structure of a sentence.  Discussion on the following:  i) Phrase (Definition and Usage)ii) Types of Phrase  Sample Exercise on Types of Phrases  **Lecture 2: Chapter 6-Syntax (continued)** Discussion on the following:  i) Clause (Definition and Usage) ii)  Main Clause-Subordinate Clause  **Lecture 3: Chapter 6-Syntax (continued)** Discussion on the following: **Types of Clauses**   * Noun Clause * Adjective Clause * Adverbial Clause   Sample Exercises on Types of Clauses |
| Week 10  **An Introduction to**  **Linguistics**  **(by Loreto Todd)** | **Lecture 1: Chapter 6-Syntax (continued)** Discussion on the following:   * Sentence and its parts * Exercise on writing sentences using phrases and clauses   Discussion on the Sub-types of Sentences   * Declarative Sentences * Imperative Sentences * Interrogative Sentences * Exclamatory Sentences   **Lecture 2: Chapter 6-Syntax (continued)**  Discussion on Simple, Compound and Complex Sentences  (With Examples)  **Sample Exercise on Types of Sentences**  **Lecture 3: Revision through Writing Practice** |

|  |  |
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|  | Writing Practice:   Writing Grammatically correct sentences (focus on the grammar)Writing simple/complex sentences (focus on the structure) |
| Week 11  **Eng-401**  **English**  **Grammar: Syntax** | **Lecture 1: Unit III (Synthesis)**  Combining simple sentences into one simple sentence.  Sample Exercises  **Lecture 2: Unit III (Synthesis) continued**  Combining simple sentences into a compound sentence  Sample Exercises  **Lecture 3: Unit III (Synthesis) continued**  Combining simple sentences into a complex sentence  Combining simple sentences into a compound-complex sentence Sample Exercises |
| Week 12  **Communication**  **Skills- 1**  **By Sahar Javed** | **Lecture 1: Paragraph Writing** Discussion on:   * Structure of a paragraph * Types of Paragraphs   **Lecture 2: Paragraph Writing (continued)** Discussion on:   * Parts of a Paragraph   i) Topic Sentence ii)  Supporting Sentences iii)  Concluding Sentence  **Lecture 3: Paragraph Writing (continued)**  Reading of Sample Paragraphs (The teacher can use her own sources. The selected paragraphs must have properly organized information about the topic they are written on and must include a clear topic sentence, supporting sentences and a concluding sentence)    **Home Task: The teacher will assign a topic for Paragraph writing and the students will write the Paragraph at home, keeping in mind the various elements and structure of Paragraphs.** |
| Week 13  **Communication**  **Skills- 1**  **By Sahar Javed** | **Lecture 1:** **“Application Writing”** Discussion on:   * Basic Structure of an Application * Elements of an Application **Lecture 2:**   Discussion on:   * Types of application * Opening sentences/Closing Sentences   **Lecture 3: Writing Practice**  **Activity 7: Writing an Application for the post of a Visiting Lecturer at**  **LCWU.** |
| Week 14  **Eng 503-**  **Communication**  **Skills**    (for email writing the teacher can use  other sources too) | **Lecture 1: Unit X**  **Communicating Through Writing-II** Discussion on:   * Email Writing * Salutation/Subject/Main Body/Ending   **Activity 8: Drafting an Email**  **Lecture 2: Unit X**  **Communicating Through Writing-II (continued)** Discussion on:   * Minutes of the Meeting * Structure of the document (Minutes of the Meeting) **Lecture 3:**  **Activity 9:** Writing Minutes of the Meeting: A Mock meeting will be held in the class and the students will write the minutes of the meeting. |
| Week 15 |  |
| **Eng 503-**  **Communication**  **Skills** | **Lecture 1: Unit X**  **Communicating Through Writing-II (continued)** Discussion on:   * Characteristics of Business Writing * Difference between Formal/Informal Letters **Lecture 2: Formal Letters** Discussion on the following: * Formal Letters (Types) * Reading of sample Formal Letters   **Activity 10:** Write a “Claim Letter” to an electronics company regarding the water dispenser that you have recently purchased and are not satisfied with the product. You need to write down the reasons of your dissatisfaction and your further intention about the product; wither you want to get it repaired/changed or claim back your money. **Lecture 3: Informal Letters** Discussion on the following:   * Informal Letters (Types) * Reading of sample Informal Letters   **Activity 11:** Writing informal letters to friends/family. |
| Week 16 | **Revision and Tutorial Week**  The teacher will have group or one-on-one tutorials with students who have encountered any learning difficulties during the semester. |

**Final Examination**

**Department of Secondary Education**

**Course Title: General Methods of Teaching**

**B.Ed (Hons) Secondary**

**Semester III**

**Course Code: Maj/Edu-302 Credit Hours: 03**

**Course Description**

This course provides orientation of different teaching strategies. This course is basically designed to improve the teaching skills of prospective teachers. The main aim of this course is to prepare prospective teachers and equip them with knowledge of different teaching methods, teaching ethics, teaching aids and lesson planning for becoming an effective classroom teacher. **Learning outcomes**

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

1. Explain the basic concept of teaching
2. Identifies the essential attributes of the effective teacher
3. Distinguishes among different teaching methods in classroom
4. Use a concept of professional ethics of teachers in future
5. Select appropriate audio visual aids in classroom teaching
6. Write an effective lesson plans

**Course Outline**

**Unit 1: Meaning and Scope of Pedagogies in Education**

* 1. Meaning of pedagogies
  2. Scope of pedagogies
  3. Pedagogy of early childhood education
  4. Pedagogy of elementary education

**Unit 2: Effective Classroom Teaching**

* 1. Effective Classroom Teaching
  2. Features of effective teaching
  3. Enhancing the teaching effectiveness
  4. Teachers for the 21st century-Making the difference

**Unit 3: Approaches and Methods of Teaching**

* 1. Approaches of teaching
  2. Distinction among teaching method, strategies and techniques
  3. Methods of teaching
  4. Principles and characteristics of Good teaching method
  5. Classification of teaching methods
     1. Teacher Centered Methods
     2. Student Centered Methods
     3. Teacher Student Centered Methods

**Unit 4: Ethics in Teaching Profession**

* 1. Teaching profession
  2. Professional Ethics for teachers
  3. Meaning and need of professional ethics
  4. Ethical code for teachers
  5. Ethical Oath for teachers

**Unit 5: Teaching Tools**

* 1. Teaching Aids
  2. Selecting the Audio visual Aids
  3. Planning to use the Audio visual Aids
  4. Kinds of Audio visual Aids

**Unit 6: Lesson Planning**

* 1. Lesson planning
  2. Meaning and principles of Lesson planning
  3. Approaches of Lesson planning
  4. Steps in Lesson planning
  5. Criteria of an effective Lesson plan

6.6Lesson plan Format

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | Internal Asses | sment |
| Mid Semester Test |  | 30% |
| \*Sessional Work |  | 20% |
| 2 | Final Examination |  | 50% |
|  | Total |  | 100% |

\*The course instructor shall be responsible for allocation of sessional work (i.e. quizzes/ assignments/ presentations etc., and shall inform the students about the allocation at the start of each semester.

**Recommended Books**

Blanchard, P. N., & Thacker, J. W. (2007). *Effective training: System, strategies and practices.*

Pearson Education, Inc.

Borich, G. D. (2004). *Effective teaching methods.* Pearson Education, Inc.

Cooper, J. M. (2014). *Classroom teaching skills.* CENGAGE Learning.

Dash. B. N. (2005). *School management and pedagogies of education*. Dominant Publishers and

Distributors.

Krishna, M. G., & Rao, D. B. (2007). *Techniques of teaching education.* Sonali Publications.

Orlich, D. C., Harder, R. J., Gallahan, R. C., Trevisan, M. S., & Brown, A. H. (2007). *Teaching strategies: A guide to effective instruction.* Houghton Mifflin company.

Ranjan, R. & Sharma. R. (2016). *Methods of teaching.* A. P. H. Publishing Corporation.

Rehman, Z. N. (2004). *Modern teaching methods and techniques*. Anmol Publications.

Selvam, S.K.P. (2009). *Global trends in teacher education*. A. P. H. Publishing Corporation.

Singh, Y. K., & Sharma, A. (2016). *Micro teaching*. A. P. H. Publishing Corporation.

**Department of Secondary Education**

**Course Title: Foundations of Education**

**B.Ed (Hons) Secondary**

**Semester I**

**Course Code: Maj/B.Eds-101** **Credit Hours: 03**

**Course Description**

*Foundations of Education* is a course designed to give students an introduction to the field of education with particular emphasis on providing students an overview of the functions of the educational profession. Historical and philosophical development of educational theory and practice in Pakistan from the beginning to the present will aid the student in examining current issues in education.

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

* Explain the important features of foundation of education
* Explain about the significant role of philosophical thoughts and their impact on the aims of education
* Understand how society and culture influence on their education
* Specify the role of educational thinkers in education
* Identify the modes of education
* Understand historical development of Pakistan
* Evaluate the issues and problems of education.

**Course Outline**

**Unit 1 Philosophical Foundations of Education**

* 1. Philosophy and Education
  2. The Nature, Scope, and Function of the Philosophy of Education
  3. Relationship between Education and Philosophy
  4. The Role of Educational Philosophy
  5. Main Philosophical Thoughts
     1. Idealism
     2. Realism
     3. Pragmatism
     4. Naturalism

1.6. Educational Philosophies

1.6.1Perennialism

* + 1. Essentialism
    2. Progressivism
    3. Re-constructionism

**Unit 2 Ideological Foundation of Education**

* 1. Aims and Objectives of Education in Islam
  2. Source of Knowledge in Islam
  3. Ideology, Role & Expectations of Teacher
  4. Islamization of Education in Pakistan

**Unit 3 Psychological Foundations of Education** 3.1 The Behaviorist Perspective on Education.

* 1. The Constructivist Perspective on Education
  2. The Social Cognitivist Perspective on Education
  3. The Humanist Perspective on Education
  4. Instruction, Learning Process, and Assessment Strategies in the Light of Psychological Perspective

**Unit 4 Socio-Economic Foundations of Education**

* 1. Concept of Society and Culture
  2. Social Conditions and Education
  3. Economic Conditions and Education
  4. Politics and Education
  5. Role of School in Social Process
  6. The Functionalist Perspectives
  7. The Conflict Perspectives
  8. The Interactionist Perspective

**Unit 5 Historical Foundations of Education in Pakistan**

* 1. Pre-Pakistan Period (712 A.D. to onward)
  2. Period from 1947-1958
  3. Period From 1959-1971
  4. Period from 1972-1979
  5. Period from 1980 -1991
  6. Period from 1992 – to date

**Unit 6 Taxonomy of Educational Objectives**

* 1. Bloom’s taxonomy
  2. SOLO taxonomy

**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1 | Internal Assessment | |
| Mid Semester Test | 30% |
| \*Sessional Work | 20% |
| 2 | Final Examination | 50% |
|  | Total | 100% |

\*The course instructor shall be responsible for allocation of sessional work (i.e. quizzes/ assignments/ presentations etc., and shall inform the students about the allocation at the start of each semester.

**Recommended Book** Canestrari, A. (2009). *Foundations of Education*. New York: Sage Publications.

Eugene, F.P. (2005). *Critical issues in education: Anthology of reading*. New York: Sage

Publications.

Goldblatt, P.F., & Smith, D. (2005). *Cases for teacher development*. New York: Sage

Publications.

Holt, L.C. (2005). *Instructional patterns: Strategies for maximizing students learning*.

Murphy, D. (2005). *Foundations/Introduction to Teaching*. USA: Allyn & Bacon, Inc.New

York: Sage Publications.

Ravi,S.(2011).*A Comprehensive Study of Education.*New Dehli:PHI Learning Pvt. Ltd

Semel, S. F. (2010). *Foundations of Education: The Essential Texts*. USA: Routledge

**Department of Secondary Education**

**Course Title: Development of Education in Pakistan**

**B.Ed (Hons) Secondary Semester I**

**Course Code: Maj/B.Eds-102** **Credit Hours: 03**

**Course Description**

This course provides a background on the Pakistan movement and the political development after its inception. It will also cover the salient features of education in Pakistan. Historical perspectives of Pakistan education system is included to provide insights to prospective teachers. It also providing information related to educational policies since 1947-2010. Educational problems, trends and issues in Pakistan are presented in this course so that teacher educators get information about current phenomena’s and their possible solutions. **Learning Outcomes**

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

1. Know about the historical foundations of education in sub-continent.
2. Understand the meanings, elements, and types of education
3. Understand and evaluate the system of education in Pakistan
4. Explain the education policies of Pakistan from 1947-2010
5. Identify the educational trends, issues and problems
6. Explain the national educational policy since 1998-2010

**Course Outline**

**Unit 1 Education in Pakistan: Historical Perspectives**

* 1. Education System in Subcontinent during Muslim Rule
  2. Education System in Subcontinent during British Rule
  3. Educational Movements during British Rule
     1. Dawo Bund Movement
     2. Aligarh Movement
     3. Nadvi Movement
     4. Jamia Millia Islamia

1.4 Overall status of education at the lime of independence

**Unit 2 Educational Policies of Pakistan**

* 1. All Pakistan Education Conference 1947
  2. Commission on National Education 1959
  3. New Education Policy l970
  4. Education Policy 1972-80
  5. National Education Policy 1979
  6. National Education Policy 1992-2002
  7. National Education policy 1998-2010
  8. Education Sector Reform 2002
  9. National Education Policy 2009

**Unit 3 Structure of Education in Pakistan**

* 1. The education System: An Overview
  2. Structure of Education System

**Unit 4 Educational Problems, Trends and Issues in Pakistan**

* 1. Globalization
  2. Decentralization
  3. Population growth
  4. Low Enrolment and High Drop Outs
  5. Low Literacy
  6. Indiscipline
  7. Female Education
  8. Economic and Social Conditions
  9. Physical Conditions of Educational Institutions
  10. Quality of Education
  11. Investment in Education

**Unit 5 National Education Policy 1998-2010**

* 1. Elementary Education
  2. Secondary Education
  3. Higher Education
  4. Women Education
  5. Literacy and Non-Formal Education
  6. Technical and Vocational Education
  7. Madrassah Education **Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

|  |  |  |
| --- | --- | --- |
| 1 | Internal Assessment | |
| Mid Semester Test | 30% |
| \*Sessional Work | 20% |
| 2 | Final Examination | 50% |
|  | Total | 100% |

\*The course instructor shall be responsible for allocation of sessional work (i.e. quizzes/ assignments/ presentations etc., and shall inform the students about the allocation at the start of each semester.

**Recommended Books**

Allama Iqbal Open University (2002). Foundations of Education. Code: 6500. Islamabad.

Allama Iqbal Open University

Allama Iqbal Open University. (2002). Education in Pakistan. Code: 6500. Islamabad. Allama Iqbal Open University

Afridi, A. K. & Rehman, M. (2000). Critical issues in higher education in Pakistan.  *Journal of Education and Reseach*, 5 (2). Pp 13-22.

Afridi, A. K. & Bashiruddin, A. (2012). Education in Pakistan: Learning from research partnership (Eds.). Karachi: OxfordUniversity Press.

Government of Pakistan. (2000). *Education for All: The year 2000- Assessment Pakistan*. Ministry of Education: Islamabad.

Government of Pakistan. (2006). *National Education Census Pakistan 2006*. Ministry of Education: Islamabad.

Iqbal, M. (1933). *Education in Pakistan* (3rd Ed.). Lahore: Aziz Publishers. Rehmani, A. (2006). *Pakistan Main Taleem* (in Urdu). Lahore: Pakistan Writers Cooperative Society.

Siddiqui, S. (2016). *Education Policies in Pakistan: Politics, Projections, and Practice.* Oxford University Press.

Shnmi, A. P. (2005). *Education, National Book foundation.* Islamabad.

Shahid, S. M. (2001) *Educational Management and Supervision*. Majeed Book Depot. Shahid, S. M. (2001). *Comparative Education*. Lahore: Majeed Book Depot.

**Department of Education (Planning and Development) Course Title: Inclusive Education**

**B.Ed (Hons) Secondary**

**Credit Hours: 3**

**Course Description**

This course will equip prospective teachers with knowledge and skills to understand the concept of inclusive education. They will become familiar with the significance of it in education. They will get aware of the difference between special education and inclusive education. They will recognize methods to plan individualized lessons to cater the needs of children with special needs in classrooms. They will execute projects on case studies from actual classrooms. They will understand the vital role of community, family and institutions regarding inclusive education

**Learning Outcomes**

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

* after studying this course, the students will be able to:
* explain the definition of inclusive education.
* recognize the nature of inclusion in education.
* understand the difference between inclusive and special education.
* develop individualized lessons along with learning aids to address special needs of children.
* examine the different models of inclusion used for enhancement of learning
* apply variety of adaptations of curriculum teaching strategies in coping with learning disabilities
* find out the role of community in establishing effective **Course Outline**

**Unit 1 Introduction to Inclusion**

* 1. Definition of Inclusion
  2. Historical Background
  3. Why Inclusive
  4. Difference between inclusive, integration and main streaming
  5. Concept of Inclusive Education

**Unit 2 Adaptation Necessary for Inclusion**

* 1. Legal Definition of Disability
  2. Disability Discrimination
  3. Benefits of Inclusion
  4. Foundation of Inclusive Education

**Unit 3 Hearing Impairment**

* 1. What inclusion means for hearing impaired students
  2. Prerequisites for hearing impaired students
  3. Providing and optimal learning environment
  4. Classroom and instructional guidelines
  5. Administrative adjustments

**Unit 4 Vision Impairment**

* 1. Early identification and timely interventions
  2. Orientation
  3. Learning material
  4. Aids and appliances
  5. Examination and tests

**Unit 5 Orthopedic Impairment**

* 1. The elements of design
  2. Guiding and warning blocks for vision impairment
  3. Sitting arrangement
  4. Important points to remember

**Unit 6 Learning Disability**

* 1. Dyslexia
  2. Dysgraphia
  3. Dyscalculia

**Unit 7 Cerebral Palsy**

* 1. Cerebral palsy and its implications
  2. Treatment and management
  3. Low cost teaching aids
  4. How inclusion helps

**Unit 8 Intellectual Impairment**

* 1. Nursery and elementary schools
  2. General classroom strategies
  3. Modifying the curriculum
  4. Assessment

**Unit 9 Autism Spectrum Disorder**

* 1. Designing effective classroom
  2. Games as a key to inclusion
  3. Modifying the curriculum
  4. Curriculum content
  5. Optimizing learning in the classroom

**Unit 10 Instructional strategies Disorder**

* 1. Individualization strategies for inclusion
  2. Organizational strategies for inclusion
  3. Pedagogical strategies for inclusion
  4. Curriculum material; strategies for inclusion

**Unit 11 organizing the inclusive Classroom**

* 1. Physical layout of the Inclusive classroom
  2. Plans for substitute Teachers
  3. Meeting students personal care medication requirements

**Unit 12 Role of Teachers and Parents in Classroom Management**

* 1. Social system and inclusion
  2. Educational system and inclusion
  3. Family system and inclusion
  4. Working together throughout high school cycle

**Unit 13 Inclusive education in Pakistan**

* 1. Introduction
  2. Educational opportunities for children with disability
     1. In special school
     2. In ordinary schools
        1. Inclusive Education in Pakistan
        2. Challenges and Opportunities for inclusive Education in Pakistan
        3. Models for inclusive education in Pakistan
        4. Policy statement
        5. Implementation plan

**Evaluation Criteria**

Students will be evaluated on the following criteria.

|  |  |  |
| --- | --- | --- |
| **1.** | T1 (Unit 1 to 3) | 10 |
| **2.** | T2(Unit 4 to 6) | 10 |
| **3.** | Assignment | 10 |
| **4.** | Attendance | 05 |
| **5.** | Final Term | 65 |
| **6.** | Total | 100 |

**Recommended Books**

Andrews, J. & Lupart, J. (2000). *Inclusive Classroom: Educating Exceptional Children*. Ontario:

Nelson Thomson Learning.

Andrews, J. (1998). *Teaching students with Diverse Needs*. Ontario: Nelson Thomson Learning .

Krause, K., Bouchner ,S. & Duschesne, S. (2003).*Educational Psychology for Learning and*

*Teaching.* Southbank: Victoria.

Loreman, T., Deepler, J. & Harvey, D.(2006). *Inclusive Education. A practical Guide to supporting Diversity in the classroom*. Sydney.

Puri, M. & Abraham, G. (2004). *Handbook of Inclusive Education for Educators. Administrators and Planners.* New Delhi: Sage Publications.

**GE1-XXX Applications of Information and Communication Technologies Credit**

**Hours 3(2-1)**

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| **Program:** BS (All programs) | | **Semester:** I | |
| **Pre-Requisite:** None | | **Follow Up:** | |
| **Course Description**  This course provides an in-depth introduction to information and communication technologies (ICT). It covers the historical development of computers, computer elements, hardware and software components, types of computers, computer-based information systems, methods of input and processing, organizing computer facilities, input and output devices, storage units, data communications, and internet services. | | | |
| **Textbooks**  Peter Norton, Computing Fundamentals (5th Edition)  Sinha, Pradeep K., and Priti Sinha. Computer fundamentals. BPB publications, 2010. | | | |
| **Reference Books / Material**   1. Charles S. Parker, Understanding Computers: Today and Tomorrow, Course Technology, 25 Thomson Place, Boston, Massachusetts 02210, USA 2. Livesley, Robert Kenneth. An introduction to automatic digital computers. Cambridge University Press, 2017. 3. Zawacki-Richter, Olaf, and Colin Latchem. "Exploring four decades of research in Computers & Education." Computers & Education 122 (2018): 136-152. 4. Goel, Anita. Computer fundamentals. Pearson Education India, 2010 | | | |
| **Course Distribution** | Theory: 55 %  Problem Analysis: 30%  Solution Design: 10%  Social and Ethical Issues: 5% | | |
| **Marks Distribution** | **Theory:** 100 Marks  ***Mid Term***  Assignment: 05 Marks  Quiz: 05 Marks  Mid Term Exam: 30 Marks  ***End Term***  Assignment: 05 Marks  Quiz: 05 Marks  End Term Exam: 50 Marks | | **Practical:** 100 Marks |
| **Technology Involved** (Multimedia, Overhead Projector, Web, etc.) | | | |

**Practiced Techniques** (Class Room Lecture, Presentation, Workshop, Group Discussion, Survey, etc.)

**Theory**

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| **Week** | **Topic** | **Recommendation of**  **Learning Activities**  (Assignments,  Quizzes, Practical,  Case study, Project, Lab work or reading assignment) |
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|  |
| 1 | Introduction to Computing Technology, history of computers, Computer Components | Lecture |
| 2 | Hardware components, Software components, Application software, System software, Computer viruses | Lecture |
| 3 | Types of Computers, their characteristics and applications | Lecture/Quiz |
|  | Introduction to CBIS (Computer Based Information System), Benefits, and Applications | Lecture/Case Study |
| 4 |
| 5 | Input Devices: Keyboard and its types, pointing devices (mouse, touchpad, trackball), voice input. | Lecture |
|  | Output Devices: Monitors, printers and their types, plotters, Voice output | Lecture/Quiz |
| 6 |
| 7 | Storage Units: storage units, primary and secondary memories | Lecture |
| 8 | Random Access Memory (RAM) and Cache: RAM and its types, cache memory, their functions and characteristics | Lecture/Presentation |

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| **Week** | **Topic** | **Recommendation of**  **Learning Activities**  (Assignments,  Quizzes, Practical,  Case study, Project, Lab work or reading assignment) |
|  |  |
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| 9 | Hard Disks: Working of hard disks, optical disk storages (DVD, CD-ROM) | Lecture |
|  | Data Communications and Transmission: Digital and Analog transmission, modems | Lecture |
| 10 |
|  | Communication Media and Network Topologies: introduction to  communication media (cables, wireless), network topologies (star, bus, ring) | Lecture |
| 11 |
| 12 | Local Area Networks (LAN) and Wide Area Networks (WAN): LAN, WAN, internet, web links | Lecture/Quiz |
| 13 | Internet Services and Web Browsing: Browser, internet service providers, online service providers, search engines | Lecture |
| 14 | Introduction to Cloud Computing and its applications, Internet of Things (IoT) Overview and applications | Lecture/Case Study |
|  | AI and Machine Learning in ICT and its applications | Lecture |
| 15 |
| 16 | Practical Applications and Project Development: Hands-on exercises, practical application of ICT concepts, project development | Lecture/Presentations |

**Lab**

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| **Week** | **Topic** | **Recommendation of**  **Learning Activities**  ( Assignments, Quizzes, Practical, Case study,  Project, Lab work or  Reading assignment) |
| 1 | Logging in Microsoft Windows  Understanding the Windows XP desktop and Desktop properties Task bar and its properties  Using the mouse and keyboard Using and arranging windows Using files, folders and drives File properties and file extensions | Practical |
| 2 | Searching files and folders from drives Understanding control panel  Add or remove programs, User accounts  Installing new hardware such as a printer  System maintenance, including virus scans, firewall security, disk Checking and file backups Shutting down | Practical |
| 3 | Accessories: Paint Brush, Note Pad, Word Pad | Practical |
| 4 | Starting Microsoft Word (Latest Version), Understanding the Microsoft Word user interface Using the mouse and keyboard to navigate the interface Creating, Saving, retrieving files and Editing document | Practical |
| 5 | Different views of the document  Setting page numbers, page boarders, Header footer Inserting pictures and objects  Character and Paragraph, Section and Page formatting Inserting bullets, numbers | Practical |
| 6 | Creating columns Backgrounds and themes, changing case, test direction and drop cap Creating and editing tables, table properties Merging and splitting of rows and columns Convert text to table and Convert table to text | Practical |
| 7 | Table of contents, list of figures and tables Writing equation, Inserting symbols Print a document | Practical |
| 8 | Practice Exercises | Practical |
| 9 | Starting Microsoft Excel (Latest Version) Spread Sheet program and its uses  Workbooks and Work sheets  Entering Data into worksheets | Practical |
| 10 | Formatting a worksheet  Mathematical calculations using formulas and built-in functions Boarders and shading cells | Practical |
| 11 | Analyzing data and generating Charts Working in multiple sheets Print an Excel worksheet | Practical |
| 12 | Practice Exercises | Practical |
| 13 | Starting Microsoft Power Point (Latest Version) Presentation program basics and interface description Creating and saving presentation  Inserting Slides, Text, Clipart and pictures  Formatting slides include Slide layout, format text and backgrounds Inserting slide numbers, date and time, footer text and tables | Practical |
| 14 | Slide Transitions and Animations Adding Sounds to presentations  Notes and Handouts and printing slides Integrating multiple data sources in a presentation Presenting slide shows | Practical |
| 15 | Practical Exercises | Practical |
| 16 | Project Submission | Practical |

