Semester I

Faculty of Education

Foundations of Education

Program: B.Ed. Secondary

Semester I

Course Code: EDU-101 **Credit Hours: 03**

Course Description

This course introduces students to the meaning, aims, and functions of education while examining the philosophical, historical, psychological, and sociological foundations of education. This course will also be used to develop the ability in prospective teachers to interpret knowledge within its historical, philosophical, ideological, and social contexts, which will lead to produce critical perspectives on education both within, and outside of, schools. It also helps them to understand education's role in society and its implications for teaching and learning.

Learning Outcomes

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

- Define education and explain its aims and functions.
- Apply foundational concepts to real classroom situations.
- Discuss major philosophies influencing education.
- Analyze the historical development of education.
- Explain psychological principles relevant to teaching and learning.
- Describe the sociological factors that influence education.
- Evaluate the issues and problems of education.

Course Outline

Content	Suggested Material	Assessment Strategies
Unit 1: Introduction to Education - Meaning and definitions of education - Aims and objectives of education - Functions of education in society	Book: • Ornstein & Levine, Foundations of Education Article: • "The Meaning and Aims of Education" (Journal of Education Studies) Videos: • CrashCourse Philosophy: "What is Education?" on YouTube E-Book: • Farrant, Principles and Practice of Education	- Short quiz on definitions and aims of education - Class discussion on the role of education in society - Reflective journal on

	(Google Books)	personal understanding of education
Unit 2: Philosophical Foundations of Education - Major philosophies (Idealism, Realism, Pragmatism, Existentialism) - Educational implications of each philosophy	Book: • Brubacher, Modern Philosophies of Education Article: • "Philosophical Perspectives on Education" (Educational Review Journal)	- Group presentation on each philosophy and its classroom implications
Unit 3: Historical Foundations of Education - History of education locally and globally	Book: • Nwagwu, Foundations of Education in Nigeria Article: • "A Brief History of Education" (Educational History Journal) Web links: • History of Education Society (https://www.historyofeducation.org) Videos: • Timeline of Education (YouTube) E-Book: • Selected chapters from Foundations of Education	- Quiz on key historical events
Unit 4: Psychological Foundations of Education - Learning theories: Behaviorism, Cognitivism, Constructivism - Motivation and learning - Individual differences	Book: • Slavin, Educational Psychology: Theory and Practice Advance Educational Psychology by S.K. Mangal Article: • "Learning Theories in Education"	- Class Discussion and Q & A - Short test on learning theories
Unit 5: Sociological Foundations of	Book: • Nwagwu, Foundations of Education in Nigeria	- Group discussion on

Education - Relationship between education and society - Education as an agent of socialization - Factors influencing education (culture, class, gender)	Article: • "Sociological Perspectives on Education" Web links: • Sociology of Education resources (https://www.sociology.org) Videos: • Khan Academy: Sociology of Education E-Book: • Farrant, Principles and Practice of Education	education's role in societal development - Essay on how culture influences education in your community
Unit 6: Contemporary Issues of Education - Quality Education - Access & Equity - Inclusive education - Gender and education - Technology in education - Course integration and review	Book: • UNESCO reports on inclusive education Article: • "Current Trends in Education" https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1499642/full	- Final project: presentation on a contemporary education issue - End-of-course examination

Evaluation Criteria

Students will be evaluated on the basis of following criteria.

1.	Mid-Term Test	30%
	Sessional Work	20%
2.	Final Examination	50%
	Total	100

Faculty of Education
Course Title: Educational Psychology
Program: B.Ed. Secondary
Semester: I

Course Code:EDU-251 **Credit Hours**: 3 (3 hours/week)

Course Description: This course introduces prospective teachers to the foundational principles of Educational Psychology, focusing on how students learn and develop. It explores cognitive, behavioral, constructivist, and social perspectives of learning, with attention to motivation, memory, development, and classroom behavior. The course emphasizes applying psychological theories to teaching practices to enhance student engagement, learning, and well-being.

Learning Outcomes

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

1. 1. Explain key concepts and theories in educational psychology related to learning, motivation, and development.
2. Analyze how students' cognitive, emotional, and social development affects learning processes.
3. Apply psychological principles to design effective instruction and classroom management strategies.
4. Demonstrate understanding of diverse learners and adapt teaching to meet individual needs.
5. Reflect on the influence of social and cultural contexts on student behavior and learning.
6. Integrate educational psychology theories to inform decision-making in classroom settings.

Content	Suggested material	Assessment Activities
Introduction to Educational Psychology - Nature, scope, and importance - Role of educational psychology in teaching	• Woolfolk (Ch. 1) Ormrod (Intro) https://johnparankimalil.wordpress.com/2012/03/09/meaning-nature-and-scope-of-educational-psychology/	- Diagnostic quiz - Reflective paragraph: "My expectations from this course"
Human Development: Overview - Domains of development - Principles of development	- Berk (Ch. 1) - Slavin (Ch. 2) https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/defining-human-development/	Chart: Developmental milestones - Class discussion

Cognitive Development Theories - Piaget's theory - Vygotsky's sociocultural theory	- Berk (Ch. 2) - Woolfolk (Ch. 2) https://www.simplypsychology.org/p iaget.html https://www.simplypsychology.org/v ygotsky.html	- Group poster presentation - Quick quiz
Social and Emotional	- Berk (Ch. 6) - Ormrod (Ch. 4)	- Matching activity - Case scenario analysis
Development - Erikson's psychosocial stages - Moral development (Kohlberg)	https://www.verywellmind.com/erik- eriksons-stages-of-psychosocial- development-2795740 https://www.verywellmind.com/kohl bergs-theory-of-moral-development- 2795071 https://www.simplypsychology.org/k ohlberg.html	
Learning Theories I: Behaviorism - Classical conditioning (Pavlov) - Operant conditionin g (Skinner)	- Woolfolk (Ch. 7) - Eggen & Kauchak (Ch. 5) https://studycorgi.com/pavlovs-classical-conditioning-and-skinners- operant-conditioning-theories/ https://www.verywellmind.com/class ical-vs-operant-conditioning-2794861	- Worksheet on classroom applications - MCQ quiz
Learning Theories II: Social and Cognitive Approaches - Bandura's Social Learning Theory - Information Processing Theory - Constructivis m (Bruner, Piaget)	- Ormrod (Ch. 6 & 7) - Slavin (Ch. 5) https://www.verywellmind.com/lear ning-theories-in-psychology-an- overview-2795082 https://www.nu.edu/blog/theories-of- learning/ https://socialsci.libretexts.org/Bookshelves/Education_and_Professional_Development/Design_for_Learning_-_Principles_Processes_and_Praxis_(McDonald_and_West)/02%3A_Instructional_Design_Knowledge/05%3A_Sources_of_Design_Knowledge/5.01%3A_Learning_Theories	- Concept map creation - Think-pair-share: real-life application

Motivation and Learning - Intrinsic and extrinsic motivation - Theories: Maslow, Weiner, Self-Determination	- Schunk et al. (Ch. 3) - Woolfolk (Ch. 10) https://edtechbooks.org/foundations_of_learn/motivation_theories_on_learning	- Self-assessment quiz - Designing a motivation strategy
Midterm Exam	- Revision of all covered materials	- Midterm paper (MCQs, short and long questions)
Individual Differences in Learning - Intelligence theories (Sternberg, Gardner)	- Woolfolk (Ch. 4) - Tomlinson (Ch. 2) https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161	- Peer interviews - Learning profile presentation
- Learning styles and implications	https://www.verywellmind.com/theories-of-intelligence-2795035	
Inclusive Education and Special Needs - Gifted learners - Learning disabilities - Inclusive practices	- Hallahan et al. (Ch. 1 & 3) - Slavin (Ch. 12) https://www.britannica.com/topic/special-education	- Group work: Inclusive lesson planning - Reflective log
Classroom Management - Preventive and responsive strategies - Theories of discipline (Kounin, Canter, Glasser)	- Emmer & Evertson (Ch. 5) - Ormrod (Ch. 13) https://edpsych.pressbooks.sunycreate.cloud/chapter/systems-of-classroom-management/ https://www.bartleby.com/essay/Glassers-And-Kounins-Model-Of-Classroom-Discipline-FJWPGKQV2R	- Role play: conflict scenarios - Rubric development
Creating a Positive Learning Environment - Teacher-student relationships - Classroom climate	- Eggen & Kauchak (Ch. 7) - Woolfolk (Ch. 13) https://www.prodigygame.com/main-en/blog/positive-learning-environment https://www.youtube.com/watch?v=T9ynlPs_NTM https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p05/	- Observation & analysis - Collaborative chart
Assessment and Evaluation I - Types of assessment - Principles of effective assessment	- Nitko & Brookhart (Ch. 1) - McMillan (Ch. 3) https://www.prodigygame.com/main-en/blog/types-of-assessment https://www.cambridgeassessment.org.uk/blogs/what-are-the-principles-of-assessment/	- Quiz on assessment types - Design a classroom quiz

Assessment and Evaluation II - Formative vs. Summative - Feedback and grading	- McMillan (Ch. 6) - Woolfolk (Ch. 15) https://www.k-state.edu/assessment/toolkit/basics/formativesummative.html https://dcal.dartmouth.edu/resources/evaluating-student-learning/grading-feedback https://coerll.utexas.edu/methods/modules/writing/04/	- Peer review of assessments - Designing a rubric
Applying Educational Psychology - Reflective teaching - Using theory in lesson planning - Teacher as facilitator	- Ormrod (Ch. 12) - Woolfolk (Ch. 14) https://pmc.ncbi.nlm.nih.gov/articles/PMC10228263/ https://educorpus.com/changing-the-role-of-teacher-as-facilitator/ https://www.teachingenglish.org.uk/how-can-teacher-be-facilitator	- Portfolio of learning - Microteaching demo
Final Exam *(Covers Weeks 9–15)*	- Comprehensive review of content	- Final paper (objective + subjective questions)

Faculty of Education
Course Title: Education for Sustainable Development
Program: B.Ed. Secondary
Semester:1

Course Code: EDRP-301 **Credit Hours: 3**

Course Description:
This course introduces pre-service elementary teachers to the foundational concepts, values, and practices of Education for Sustainable Development (ESD). Emphasizing real-world relevance, child-centered pedagogy, and integration across school subjects, the course empowers future educators to foster environmental awareness, social responsibility, and sustainable habits in young learners. Through hands-on activities, community engagement, storytelling, and nature-based learning, students will develop practical strategies to create eco-conscious, inclusive, and action-oriented classroom environments aligned with the UN Sustainable Development Goals (SDGs).

Course Objectives:

students will be able to:

- Define sustainability and explain its importance for young learners.
- Describe the United Nations Sustainable Development Goals (SDGs) in child-friendly terms.
- Demonstrate simple actions like recycling, conserving water, and saving energy.

- Recognize the value of kindness, fairness, diversity, and gender equality in social interactions.
- Explain how local traditions and community knowledge contribute to sustainability. Apply sustainable habits such as composting and maintaining a clean classroom environment.
- Integrate sustainability themes into teaching subjects like science, math, and language arts.
- Use play, stories, and outdoor activities to engage children in learning about sustainability.
- Plan and participate in school projects that promote environmental awareness and action. Reflect on their role as educators in fostering sustainable attitudes and behaviors in children.

Course Outline

Content	Suggested material	Assessment Strategies
1. Introduction to Sustainability - What is sustainability? - Why is it important for children to learn about it? - Overview of SDGs (child-friendly version)	Allen, W (2007). Learning for Sustainability: Sustainable Development Elliott, J.H. (2013). An Introduction to Sustainable Development. New York: Routledge. McKeown, R (2002). Education for Sustainable Development Toolkit. Center for Geography and Environmental Education University of Tennessee 311 Conference Center Bldg. Free copy can be downloaded from http://www.esdtoolkit.org Midgley, J. (1995). Social Development: The Developmental Perspective in Social Welfare.	- Quiz with images and scenarios - Group poster on "What Sustainability Means to Me"
2. Environment and Me - Nature and natural resources - Importance of plants, animals, water, air - Reduce, Reuse, Recycle	- Nature walk worksheets - Short animated videos (*Recycle Rex*, *Peppa Pig Recycles*) - Picture books like *One Plastic Bag*	- Create a class recycling plan - Design a reusable item for classroom use
3. Living in Harmony: Social Sustainability - Kindness, sharing, fairness - Understanding diversity and respecting others - Gender equality for young children	- Stories: *Same, Same But Different* - Role-play scripts - Class chart on respectful behavior	- Enact a short skit on friendship and fairness - Reflection diary entry on helping others
4. Learning from Our Community - What we learn from elders and community - Local traditions that protect nature - Visiting a local farm or garden	- Guest speaker from the community - Videos on traditional farming or crafts - Drawings of local natural areas	- Make a "Thank You Nature" card - Presentation on a local practice that helps nature
5. Simple Sustainable Habits for the Classroom - Saving water and electricity - Keeping the	- Visual charts on "Switch off lights" or "Use less water" - School garden	- Group activity: Make a class sustainability pledge - Create a simple classroom eco-code

classroom clean - Composting and planting	guide (basic) - Composting demo video	
6. Integrating ESD into Teaching Subjects - ESD in Science (plants, animals, weather) - ESD in Language (stories, poems) - ESD in Math (sorting waste, measuring water use)	- Sample lesson plans - Worksheets and songs - ESD teaching toolkit for early grades	- Prepare and deliver a mini-lesson using ESD (peer evaluation) - Design a worksheet for Grade 2/3 with a sustainability theme
7. Teaching through Play and Stories - Games and activities about sustainability - Puppetry, rhymes, drawing - Using nature as a learning space	- Sustainable development games (online/offline) - Storytelling guides - Outdoor learning activities	- Conduct a storytelling session with a sustainability message - Reflective journal: "How I Felt Teaching Outside"
8. ESD Projects for Schools - Simple action projects: clean-up drives, tree planting, nature days - Involving parents and local leaders - Celebration of Eco-days (Earth Day, Water Day)	- Guides for student-led Eco-projects - Sample project templates - Pictures/videos of school activities	- Plan a simple ESD project with peers - Create a poster or newsletter to report on the activity
9. Observing and Reflecting: Learning from Nature - Watching how plants grow - Observing weather, insects, animals - Drawing and journaling about nature	- Nature observation journal templates - "Sit Spot" activities - Leaf/rain/insect observation cards	- Submit a weekly nature journal - Share a drawing and story based on an outdoor observation
10. Becoming a Sustainable Educator - My role as a future teacher - How I can influence young children - Planning an eco-friendly classroom	- Video: *Becoming a Green Teacher* - Sample ESD teacher guides - Green teacher checklist	- Create a plan for an eco-friendly primary classroom - Final reflection presentation: "How I Will Teach for a Better Future"

Suggested Teaching Methods

- Interactive lectures
- Group work and peer collaboration
- Problem-based learning
- Video case analysis
- Field observation
- Project method,
- problem solving method.
- Case Study of any issue and prepare the action plan to solve that issue.
- Students will be supposed to go for community service and marks will be given on their community service in their sessional
- Creating panel talks to discuss the conflicting situation in the society and suggest the solutions.
- Preparing Presentation to promote peace, tolerance and inclusion in the society.

Assessment Breakdown

Assignments & Quizzes	10
Presentation	10

Mid-Term Examination	30
Final- Term Examination	50

Suggested readings

1. *Learning to Transform the World: Education for Sustainable Development*

UNESCO (2021)

2. https://www.unesco.org/en/sustainable-development/education/toolbox#:~:text=The%20ESD%20for%202030%20roadmap,more%20just%20and%20sustainable%20world.
3. Allen, W (2007). Learning for Sustainability: Sustainable Development
4. Elliott, J.H. (2013). An Introduction to Sustainable Development. New York: Routledge.
5. McKeown, R (2002). Education for Sustainable Development Toolkit. Center for Geography and Environmental Education University of Tennessee 311 Conference Center Bldg. Free copy can be downloaded from http://www.esdtoolkit.org
6. Midgley, J. (1995). Social Development: The Developmental Perspective in Social Welfare.
7. London: Sage. https://www.futurelearn.com/info/courses/sustainable-business/0/steps/78337 Sadker Marya Pollack and David Miller Sadker (2003). Teachers' School and Society. (6th Ed) McGraw Hill Book Company New York USA. Andy Hargreaves, D. F. (2012). Sustainable Leadership.
8. Kanaujia, R. N. (2017). Reorienting Educational Efforts for Sustainable Development. Experiences from South Asia.
9. Lisa A. W. Kensler, C. L. (2017). Leadership for Green Schools. Malgorzata Kossowska, E. S. (2020). The Psychology of Tolerance in Times of Uncertainty.
10. Nastasia Nikolopoulou, T. A. (2010). Education for Sustainable Development. Vogt, W. P. (2006). Social Tolerance and Education. The Review of Education. Wahyudin, D. (2018). PEACE EDUCATION CURRICULUM IN THE CONTEXT OF EDUCATION. Journal of Sustainable Development Education and Research | JSDER Vol. 2, No.1, 2018, pp. 21-32.

Faculty of Education
Course Title: Curriculum Development

Program: B.Ed. Secondary

Semester I

Course Code: EDU-151 **Credit Hours: 3**

Course Description:

This course explores curriculum development through theoretical foundations, practical applications, and contextual challenges. It offers a critical understanding of curriculum design, models, and change processes, with particular attention to policy and practice in developing countries. Students will gain skills in curriculum analysis, development, evaluation, and implementation, with an emphasis on inclusive, relevant, and dynamic educational planning. Furthermore, it will enable students to evaluate content of the curriculum as per their future requirements.

Learning Outcomes

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

- Define and explain key concepts and theories of curriculum development.
- Analyze different foundations and models of curriculum.
- Apply taxonomies to instructional design and assessment strategies.
- Critically examine curriculum policies and practices in the context of Pakistan.
- Evaluate and design curriculum in accordance with learners' needs and societal demands.
- Demonstrate understanding of curriculum change and innovation processes.

Course Outline

Content	Suggested Material	Assessment Strategies
Unit 01: Introduction to Curriculum 1.1 Concept of Curriculum 1.2 Various Forms of Curriculum 1.3 Need for Changing the Curriculum	Bueno, D. C. (2016). Fundamentals of Curriculum Theory and Development. Ornstein et al. (2016). Contemporary Issues in Curriculum. Wiles & Bondi (2011). Curriculum Development: A Guide to Practice. Charles & Boyle (2016). Curriculum Development: A Guide for Educators.	Class participation and quiz Reflective paragraph on personal understanding of curriculum

1.4 Principles of Curriculum Development 1.5 Elements of Curriculum Development 1.6 Steps in Curriculum Development 1.6.1 Formulating Objectives 1.6.2 Selecting Curriculum Content 1.6.3 Organizing Content 1.6.4 Preparing instructional materials 1.6.5 Evaluating Curriculum	JSTOR Article: Marsh, C. J. (2009). Key Concepts for Understanding Curriculum. Educational Review. ERIC Article: Fullan, M. (2007). The New Meaning of Educational Change. Government of Pakistan education policy documents	Written response: "Why curriculum change is important in today's world?"
Unit 02: Foundations of Curriculum 2.1 Philosophical Foundation 2.2 Psychological Foundation 2.3 Sociological Foundation 2.4 Historical Foundation	Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson. Null, W. (2011). "Curriculum foundations: Philosophical perspectives." *Educational Philosophy and Theory*. YouTube: Philosophical Foundations of Education – Simplified YouTube: Educational Psychology – Learning Theories ERIC Database – search "sociological foundations of curriculum" https://www.historyofeducation.org Tanner, D., & Tanner, L. (2007). *Curriculum Development: Theory into Practice*.	Class debate on comparing different educational philosophies and their impact on curriculum Reflective essay to assess understanding of milestones in curriculum development. Create a visual timeline of key curriculum developments over decades.

Unit 03: Curriculum and Instructional Objectives 3.1 Distinction between Aims, Goals & Objectives 3.2 Taxonomies of Educational Objectives 3.2.1 Bloom's Taxonomy 3.2.2 Solo Taxonomy	**Video**: YouTube – Aims, Goals, and Objectives in Education **Article (ERIC)**: Marzano, R. J. (2006). *Understanding the New Taxonomy of Educational Objectives*. Available at ERIC database **Book**: Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. David McKay Company. **Article (JSTOR)**: Krathwohl, D. R. (2002). *A Revision of Bloom's Taxonomy: An Overview*, *Theory into Practice*, 41(4), 212–218. **Book**: Biggs, J., & Collis, K. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy*. Academic Press. **Video**: YouTube – SOLO Taxonomy in the Classroom	**Short reflective essay**: Students compare and contrast aims, goals, and objectives using real-life teaching examples. Students develop questions/activities for each level of Bloom's taxonomy. **Peer review activity**: Students create rubrics using SOLO taxonomy and apply them to peer assignments.
Unit 04: Models of Curriculum 4.1 Tyler Model 4.2 Wheeler Model 4.3 Dynamic Model 4.4 Hilda Taba's Model 4.5 Need Assessment Model	"Understanding Curriculum" by William Pinar**:** Available in eBook format on JSTOR and Google Books. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson. (Covers Tyler, Wheeler, and Taba models in detail). Oliva, P. F., & Gordon, W. R. (2012). *Developing the Curriculum* (8th ed.). Pearson. (Includes comparison of major curriculum models including the Dynamic Model).	Divide students into groups; each group presents a curriculum model using real-life examples, diagrams, and strengths/weaknesses. Organize a debate: "Which curriculum model is most effective in the 21st-century classroom?"

Unit 05: Design of Curriculum 5.1 Subject based Curriculum 5.2 Activity base Curriculum 5.3 Hidden Curriculum	Taba, H. (1962). *Curriculum Development: Theory and Practice*. Harcourt Brace. (Primary source on Hilda Taba's model). Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. University of Chicago Press. (Original work by Tyler on his curriculum model). Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin. (Includes comprehensive discussion on Need Assessment and Dynamic models). Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues* (Chapter on subject-centered design) Akpan, B. B. (2010). *Activity-based science curriculum and teaching effectiveness in Nigerian secondary schools.* https://eric.ed.gov/?q=activity+based+curriculum https://eric.ed.gov/?id=EJ977353 https://eric.ed.gov/?id=EJ1257656	Students write reflective essays comparing subject-based curriculum with other curriculum designs. Students design a mini-lesson plan using activity-based learning methods. Engage students in debates or online discussions about the implications of hidden curriculum on equity.
Unit 06: Process of Curriculum Development in Pakistan 6.1 Curriculum Development at Elementary and Secondary Level 6.2 Role of Teacher in Curriculum	Malik, M. A. (2021). *Curriculum Development in Pakistan*. National Book Foundation. UNESCO. (2004). *Curriculum Development: A Guide for Practitioners*. Qureshi, R. (2004). *Teachers as Curriculum Developers in Pakistan: Perceptions and Practices*. [ERIC or JSTOR] Rahman, T. (2004). *Denizens of Alien Worlds: A Study of Education and Polarization in Pakistan*. [JSTOR]	Group Presentation**:** Groups present curriculum development processes in provinces (Punjab, Sindh, etc.) Class discussion on the extent of teachers' autonomy in Pakistan. Policy Review Assignment: Critically review a current

Development Process at Various Levels 6.3 Crucial Issues and Challenges in Curriculum Development **Unit 07: Curriculum Change** 7.1 Approaches of Curriculum Change 7.2 Process of Curriculum Change 7.3 Various Issues in Curriculum Change	Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, Principles, and Issues*. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, Principles, and Issues*. Pearson. (Chapters on curriculum change) Kelly, A. V. (2009). "Approaches to curriculum change." *The Curriculum: Theory and Practice*. Print, M. (1993). *Curriculum Development and Design*. (Chapters on change process) Hargreaves, A. (1998). "The Emotions of Teaching and Educational Change." *International Journal of Leadership in Education*.	curriculum policy and highlight gaps. MCQs or matching exercises to identify characteristics of each approach. Group discussion or debate on major challenges in implementing curriculum change.

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%

Faculty of Education

Course Title: Teaching Science

Program: B.Ed. Secondary

Semester: I

Course Code: EDU-354 **Credit Hours: 3**

Course Description:

This course is designed to equip prospective science teachers with foundational knowledge, pedagogical skills, and practical strategies for effective science instruction at the school level. It explores the nature, aims, and values of science education, and introduces a range of instructional methods for teaching Science. Students will learn to plan meaningful lessons, integrate inquiry and constructivist approaches, utilize appropriate instructional aids—including low-cost and ICT-based resources—and design assessments aligned with learning objectives.

Learning Outcomes:

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

1. Explain the nature, aims, and significance of science education.
2. Apply appropriate teaching methods for effective science instruction.
3. Develop well-structured lesson plans for science topics.
4. Use inquiry-based and constructivist approaches in classroom teaching.
5. Utilize instructional aids and low-cost resources to support learning.
6. Design and apply relevant assessment strategies in science teaching.

Course Outline

Content	Suggested Material	Assessment
Unit 1 - Nature, Aims and Objectives of Teaching Science • Definition and Nature of Science • Scope of Science • Aims and Objectives of teaching Science • Values of teaching Science • The Scientific Method and Scientific Knowledge • Science Process Skills and their significance	Book: – Flick, L. B., & Lederman, N. G. (2004). *Scientific inquiry and nature of science*. Kluwer Academic Publishers. Web links: – https://mimtfoundation.wordpress.com/wp-content/uploads/2020/08/teaching-of-science-1.pdf – https://castle.eiu.edu/~scienced/3290/science/process/crb.html Videos: – https://youtu.be/JDEHA06RQbc?feature=shared	Discuss the nature, aims and significance of science education. Explain essential process skills associated with teaching of science.
Unit 2 - Taxonomy of Educational Objectives • Bloom's Taxonomy • Structure of the Observed Learning Outcome (SOLO)	Book: □ Bloom, B. S., et al. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1:*	Write behavioral objectives for a Science lesson at elementary level.

• Writing Objectives in Behavioural terms • Objectives of Science Education at Various Levels • Importance of Objective based planning in Science Teaching	*Cognitive domain* (pp. 1103-1133). New York: Longman. Videos: – https://youtu.be/qTHEcwQA_zQ?feature=shared E-Book: – https://egyankosh.ac.in/bitstream/123456789/46664/1/Unit-2.pdf	
Unit 3 – Methods of Teaching • Teacher centered: Lecture method, Lecture cum Demonstration • Student centered: Laboratory Method, Assignment method, Discussion method, Discovery method, Project method, Problem solving method	Book: – Kalra, R. M., & Gupta, V. (2012). *Teaching of science: A modern approach*. PHI Learning Pvt. Ltd.. Web links: – https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_science.pdf	Compare teacher centered and student centered approach to teach science. Choose a Science topic and justify the selection of a suitable teaching method.
Unit 4 - Constructivist approach to Teaching Science • Key Characteristics of Constructivist Teaching • Role of teachers in a Constructivist Classroom • Constructivist Learning Environment (CLE) • Examples of constructivist activities • Constructivist assessment practices • Classroom implication for Science education	Article: – Misra, P.K. (2020). Implications of constructivist approaches in the classrooms: The role of the teachers. *Asian Journal of Education and Social Studies,* 7(4), 17–25. – Noureen, G. *et al.* (2020). Effect of constructivist teaching approach on student's achievement in science at elementary level. *Pakistan Social Sciences Review*, *3*(4), 904-911. – Singh, S., & Yaduvanshi, S. (2015). Constructivism in science classroom: Why and how. *International Journal of Scientific and Research Publications*, *5*(3), 1-5. – Cakir, M. (2008). Constructivist approaches to learning in science and their implications for science pedagogy: A literature review. *International journal of environmental and science education*, *3*(4), 193-206. Web link: – http://www.iqst.upol.cz/e-learning/m4/e-learning-m4-u2.php	Explain how constructivist principles differ from traditional method of teaching science. Give examples.
Unit 5 - Inquiry Based Science Teaching • Understanding Inquiry Based Approach	Book: Hassard, J., & Dias, M. (2013). *The art of teaching*	Explain the 5E model, highlighting its

• Benefits of Inquiry Based Learning in Science • The 5E Instructional model to promote inquiry based learning • Role of Teachers in facilitating inquiry	*science: Inquiry and innovation in middle school and high school*. Routledge. – Flick, L. B., & Lederman, N. G. (2004). *Scientific inquiry and nature of science*. Kluwer Academic Publishers. Article: – Singh, S., & Yaduvanshi, S. (2015). Constructivism in science classroom: Why and how. *International Journal of Scientific and Research Publications*, *5*(3), 1-5.	implication for inquiry based learning.
Unit 6 – Lesson Planning in Science • Importance and purpose of lesson planning in Science • Key Components of a lesson plan • Steps in preparing an effective Science lesson plan	Book: – Kalra, R. M., & Gupta, V. (2012). *Teaching of science: A modern approach*. PHI Learning Pvt. Ltd.. Web links: – https://crlt.umich.edu/gsis/p2_5 – https://teachers.institute/pedagogy-of-science/effective-science-lesson-planning-strategies/	Draft a clear and complete lesson plan on a selected Science topic.
Unit 7 - Core Teaching Skills in Science Education • Teaching skills and their importance • Types of Skill (Pedagogical Content Knowledge (PCK), Questioning, Explanation, Reinforcement, Classroom Management, Using Teaching Aids etc) • Practicing Teaching Skills / Microteaching Science concepts	Book: – Maton, K., Martin, J. R., & Doran, Y. (2021). Teaching Science. *Knowledge, Language, Pedagogy*. Routledge Article: – Khan, S. B., (2019). Necessary Pedagogical Skills for Teaching General Science to Elementary Classes in an Evolving Educational Context. *International Center for Promoting Knowledge*. 1(2). E-Book: – Krajcik, J. S., Czerniak, C. M. (2014). Teaching Science in Elementary and Middle School: A Project-Based Approach. *Taylor & Francis.*	Deliver a microteaching lesson on a selected science topic demonstrating the different teaching skills
Unit 8 - Science Laboratory and Practical Work • Objectives of practical /laboratory work in Science • Planning and organizing Science laboratory and resources • Effective use of practical work in science education	Book: – Wellington, J., & Ireson, G. (2013). *Science learning, science teaching*. Routledge. – Kalra, R. M., & Gupta, V. (2012). *Teaching of science: A modern approach*. PHI Learning Pvt. Ltd.	Explain why practical work is important in Science Education. State two benefits for students learning.

• Guidelines for teachers on organizing and conducting practical work. • Safety protocols and lab management	Videos: https://youtu.be/6DhfbTaIolY?feature=shared	
Unit 9 - Instructional Aids and Teaching Resources in Science • Types of Instructional Aids • Criteria for Selecting and using teaching aids • Importance of Instructional materials in Science teaching • Low-cost, high-thought teaching resources . Classroom application and examples of low-cost, high-thought resources	Book: – Kalra, R. M., & Gupta, V. (2012). *Teaching of science: A modern approach*. PHI Learning Pvt. Ltd.. Article: – Sivakumar, R. (2014). Impact of low cost teaching aids in teaching science. *Innovative Thoughts International Research Journal*, *2*(3), 31-3.	Develop a low-cost teaching aid for a science concept and explain its classroom use.
Unit 10 - New and emerging approaches in Science • Integration of ICT in Science Education • Science, Technology, Society, and Environment (STSE) Relevance, benefits and challenges related to teaching science through STSE • Science, Technology, Engineering, Arts and Mathematics (STEAM) • Promoting Interdisciplinary Thinking and Innovation	Book: – Wellington, J., & Ireson, G. (2013). *Science learning, science teaching*. Routledge. – Hassard, J., & Dias, M. (2013). *The art of teaching science: Inquiry and innovation in middle school and high school*. Routledge. Article: – Lagura, R. (2022). The effectiveness of ICT integration in teaching science concepts. *Am. J. Multidiscip. Res. Innovat*, *1*, 11-20. Web links: – https://learnobots.com/importance-of-steam-education/	Evaluate the benefits and limitation of integrated approach STEAM.

Unit 11 - Assessment in Science Education • Types of Assessments • Performance-based assessments • Use of Concept maps and Portfolios • Aligning assessment with learning objectives • Tools and Techniques for assessing science learning	Book: – Hassard, J., & Dias, M. (2013). *The art of teaching science: Inquiry and innovation in middle school and high school*. Routledge. – Kalra, R. M., & Gupta, V. (2012). *Teaching of science: A modern approach*. PHI Learning Pvt. Ltd. Web links: – https://www.educasciences.org/assessment-strategies-performance-based-assessment E-Book: – Krajcik, J. S., Czerniak, C. M. (2014). Teaching Science in Elementary and Middle School: A Project-Based Approach. *Taylor & Francis.*	Design a performance-based assessment for a science topic. Include objectives, criteria, student tasks, and feedback strategy.

Department of Secondary Education

Course Title: Title: Education in Pakistan

Semester: V

Course Code: EDU-102 **Credit Hours: 3**

Course Description

This course provides a comprehensive overview of the education system in Pakistan. It examines historical developments, policies, structures, challenges, and reforms in education at various levels. Students will critically analyze the role of education in national development, issues of equity, gender, and access, as well as contemporary debates on curriculum, pedagogy, and governance in Pakistan.

Learning outcomes

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

- Explain the historical evolution of the education system in Pakistan.
- Identify major policies, commissions, and reforms in education.
- Analyze the structure and functioning of different levels of education.
- Critically evaluate issues of equity, access, and quality in education.
- Discuss the role of teachers, curriculum, and assessments in shaping learning.
- Propose policy recommendations for improving education in Pakistan.

Content	Suggested Material	Assessment Strategies
Unit 1: Introduction to Education in Pakistan 1.1 Definition, aims, and significance of education 1.2 Role of education in national development 1.3 Historical background: Pre- and post-independence	**Books:** Chaudhry, A. R. (2015). Introduction to Education. Lahore: Ilmi Kitab Khana. Hoodbhoy, P. (1998). Education and the State: Fifty Years of Pakistan. Oxford University Press. Aly, J. H. (2007). Education in Pakistan: A White Paper (National Education Policy Review), Ministry of Education. **E-books:** Iqbal, A. (2011). Education in Pakistan: Developmental Milestones. Available on Google Books. **Articles:** Abbas, Q. (2011). "The Role of Education in Economic Development: A Theoretical Perspective." Journal of Education and Practice. **Web links:** Historical Education Reports (1947–2020):	**Class Discussions:** Students debate on "How education shapes national development." **Short Reflections:** Write a 300-word reflection on why education is significant for Pakistan's progress. **Short Essay:** "Evaluate the role of education in Pakistan's economic and social development."

scenario	available at http://www.mofept.gov.pk	
Unit 2: Educational Policies and Reforms 2.1 Education policies from 1947 to present 2.2 Major commissions and committees 2.3 Vision 2025 and Sustainable Development Goals (SDGs) in education	**Books:** Jalal, A., & Hussain, M. (2009). The State of Education in Pakistan. Report by SDPI. **Articles:** Government of Pakistan (various years). National Education Policies (1959, 1972, 1979, 1992, 1998, 2009, 2017 Draft). Sharif, A. (2013). Educational Reforms in Pakistan: A Review of Major Commissions and Policies. Reports of Sharif Commission (1959), Hamoodur Rahman Commission (1964), National Education Commission (1972), Haleem Committee (1988), and Education Sector Reforms (2001). **Web Links:** Vision 2025 official document: https://www.pc.gov.pk/vision2025 UN Sustainable Development Goals: https://sdgs.un.org/goals SDG-4 (Quality Education): https://sdgs.un.org/goals/goal4	**Short quizzes on different education policies (1947–present)** **Write a short essay comparing two education policies (e.g., 1959 vs 2009).** **Students analyze Vision 2025 or SDG-4 and write a report on Pakistan's progress and challenges.**
Unit 3: Structure of Education System in Pakistan 3.1 Early childhood, primary, secondary, and higher education 3.2 Technical and vocational education 3.3 Non-formal and adult education	**Books/e-Books:** UNESCO (2021). The State of Early Childhood Care and Education in Pakistan. UNESCO Reports. Rahman, T. (2004). Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan. Oxford University Press. UNESCO-UNEVOC (2018). Technical and Vocational Education and Training in Pakistan. King, K., & Palmer, R. (2010). Planning for Technical and Vocational Skills Development. UNESCO. Rogers, A. (2005). Non-Formal Education: Flexible Schooling or Participatory Education?	**Quizzes & MCQs: Covering structural features (levels, policies, institutions).** **Short Essay: "Compare and contrast public vs. private schooling in Pakistan."** **Case Study Analysis: Reviewing a report (e.g., ASER, NAVTTC, UNESCO) and presenting findings.**

3.4 Public vs. private sector education	Springer. Malik, S. (2017). Adult Education in Pakistan: Issues and Challenges. **Articles/Reports:** UNICEF Pakistan. (2022). Reports on Early Childhood Education. World Bank (2018). Pakistan Education Sector Review. Alif Ailaan (2018). State of Education in Pakistan Report.	
Unit 4: Curriculum, Textbooks, and Assessment 4.1 Curriculum development process in Pakistan 4.2 National Curriculum Framework 4.3 Single National Curriculum debate 4.4 Examination systems and assessment reforms	**Books:** Mahmood, K. (2011). Curriculum Development in Pakistan: Analysis of the Problems and Suggested Solutions. National Book Foundation. Hoodbhoy, P. (2021). Single National Curriculum: A Critical Review. Islamabad Policy Research Institute. Malik, S. (2018). "Assessment Reforms in Pakistan: Issues and Challenges." Pakistan Journal of Education. **Articles:** Hussain, S. (2013). "Curriculum Development in Pakistan: An Overview." Pakistan Journal of Education. Rehman, H. & Khan, N. (2020). "Policy Analysis of Pakistan's National Curriculum Framework." Journal of Education Policy and Leadership. Nayyar, A. (2021). "Debating the Single National Curriculum in Pakistan." Journal of Education and Society.	**Group presentation on stages of curriculum development.** **Comparative analysis assignment: Pakistan's NCF vs. another country's curriculum framework.** **Case study analysis: SNC's impact on private/public schools.** **Group project: Proposal for reforming Pakistan's examination system.**
Unit 5: Teacher Education and Professional Development 5.1 Teacher preparation programs in Pakistan	**Books:** Shami, P. A., & Hussain, K. S. (2006). Teacher Education in Pakistan: Policies and Practices. HEC curricula & program outlines (ADE, B.Ed Hons Elementary/Secondary; Methods of Teaching, etc.). Useful for syllabi mapping and course design.	**Quick checks on HEC's role, NPST standards, teacher education programs in Pakistan.** **Pose a question: "What is the biggest challenge in teacher**

5.2 Challenges in teacher recruitment and training 5.3 Role of Higher Education Commission (HEC) and teacher training institutions	University program exemplars (e.g., LCWU B.Ed (Hons) booklet) for seeing how NPST/HEC frameworks translate into schemes of study. **Articles:** Khan, S. (2011). "Teacher Education in Pakistan: Some Policy Issues." International Journal of Business and Social Science, 2(19), 130–139. (Covers structural and recruitment challenges.) **Web resources (use directly in class):** NACTE: Accredited Programs directory (students can verify institutions/program levels). NACTE Standards & Procedures PDFs (rubrics/indicators = perfect for rubric literacy tasks). HEC accreditation councils portal (to show QA architecture). HEC EduTV—updates and explainers suitable for quick clips.	**recruitment in Pakistan?"** **Group Presentation:** **Small groups pick one subtopic (e.g., NPST, teacher recruitment, HEC role).**
Unit 6: **Contemporary Issues in Education** 6.1 Gender disparities in education 6.2 Urban-rural educational division 6.3 Medium of instruction debate (Urdu vs. English) 6.4 Equity, inclusivity, and quality challenges	**Books:** Unterhalter, E. (2005). Global Inequality, Education and Gender. Oxford Studies in Comparative Education. Malik, R. (2015). Education in Pakistan: Problems and Prospects. Oxford University Press. Coleman, H. (2010). Teaching and Learning in Pakistan: The Role of Language in Education. British Council. Ainscow, M. (2020). Promoting Equity in Education. Routledge. **Articles:** Khan, S. (2012). Access to education in rural Pakistan: An investigation. Journal of Education and Development. Manan, S. A., David, M. K., & Dumanig, F. P. (2016). Medium of instruction debate in Pakistan: English vs. Urdu. Language Policy, 15(1).	**Short reflective essay: "How do gender norms shape educational opportunities in Pakistan?"** **Presentation: "Bridging the rural-urban education gap."** **Debate in class: "English as a medium of instruction improves quality of education in Pakistan."** **Group presentation: "Barriers to quality education in Pakistan**

	Rahman, T. (2021). Language Policy and Education in Pakistan. Annual Review of Applied Linguistics.	**and possible solutions."**
Unit 7: Future Directions and Educational Reforms 7.1 Role of technology in education 7.2 Globalization and its impact on Pakistani education 7.3 Policy recommendations for sustainable reforms	**Books:** Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury. Spring, J. (2015). Globalization of Education: An Introduction. Routledge. **Articles:** Malik, A. B. (2013). Public Policies and Governance in Education in Pakistan. SAARC Journal of Human Resource Development. **Web links:** Pakistan Education Policy Documents (Govt. of Pakistan): http://www.moe.gov.pk Sustainable Development Goal 4 (Quality Education): https://sdgs.un.org/goals/goal4	**Quiz on ICT integration benefits and challenges.** **Comparative analysis assignment (Pakistani vs. international education policies).** **Policy brief writing: Students draft policy recommendations for sustainable reforms in Pakistan.**

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**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

| | | |
|---|---|---|
| 1. | Mid-Term Test | 30% |
| | Sessional Work | 20% |
| 2. | Final Examination | 50% |
| | Total | 100 |
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Department of Secondary Education

Course Title: Title: Education in Pakistan

Semester: V

Course Code: EDU-102 **Credit Hours: 3**

Course Description

This course provides a comprehensive overview of the education system in Pakistan. It examines historical developments, policies, structures, challenges, and reforms in education at various levels. Students will critically analyze the role of education in national development, issues of equity, gender, and access, as well as contemporary debates on curriculum, pedagogy, and governance in Pakistan.

Learning outcomes

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

- Explain the historical evolution of the education system in Pakistan.
- Identify major policies, commissions, and reforms in education.
- Analyze the structure and functioning of different levels of education.
- Critically evaluate issues of equity, access, and quality in education.
- Discuss the role of teachers, curriculum, and assessments in shaping learning.
- Propose policy recommendations for improving education in Pakistan.

Content	Suggested Material	Assessment Strategies
Unit 1: Introduction to Education in Pakistan 1.4 Definition, aims, and significance of education 1.5 Role of education in national development 1.6 Historical background: Pre- and post-independence	**Books:** Chaudhry, A. R. (2015). Introduction to Education. Lahore: Ilmi Kitab Khana. Hoodbhoy, P. (1998). Education and the State: Fifty Years of Pakistan. Oxford University Press. Aly, J. H. (2007). Education in Pakistan: A White Paper (National Education Policy Review), Ministry of Education. **E-books:** Iqbal, A. (2011). Education in Pakistan: Developmental Milestones. Available on Google Books. **Articles:** Abbas, Q. (2011). "The Role of Education in Economic Development: A Theoretical Perspective." Journal of Education and Practice. **Web links:** Historical Education Reports (1947–2020):	**Class Discussions:** Students debate on "How education shapes national development." **Short Reflections:** Write a 300-word reflection on why education is significant for Pakistan's progress. **Short Essay:** "Evaluate the role of education in Pakistan's economic and social development."

scenario	available at http://www.mofept.gov.pk	
Unit 2: Educational Policies and Reforms 2.1 Education policies from 1947 to present 2.2 Major commissions and committees 2.3 Vision 2025 and Sustainable Development Goals (SDGs) in education	**Books:** Jalal, A., & Hussain, M. (2009). The State of Education in Pakistan. Report by SDPI. **Articles:** Government of Pakistan (various years). National Education Policies (1959, 1972, 1979, 1992, 1998, 2009, 2017 Draft). Sharif, A. (2013). Educational Reforms in Pakistan: A Review of Major Commissions and Policies. Reports of Sharif Commission (1959), Hamoodur Rahman Commission (1964), National Education Commission (1972), Haleem Committee (1988), and Education Sector Reforms (2001). **Web Links:** Vision 2025 official document: https://www.pc.gov.pk/vision2025 UN Sustainable Development Goals: https://sdgs.un.org/goals SDG-4 (Quality Education): https://sdgs.un.org/goals/goal4	**Short quizzes on different education policies (1947–present)** **Write a short essay comparing two education policies (e.g., 1959 vs 2009).** **Students analyze Vision 2025 or SDG-4 and write a report on Pakistan's progress and challenges.**
Unit 3: Structure of Education System in Pakistan 3.1 Early childhood, primary, secondary, and higher education 3.2 Technical and vocational education 3.3 Non-formal and adult education	**Books/e-Books:** UNESCO (2021). The State of Early Childhood Care and Education in Pakistan. UNESCO Reports. Rahman, T. (2004). Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan. Oxford University Press. UNESCO-UNEVOC (2018). Technical and Vocational Education and Training in Pakistan. King, K., & Palmer, R. (2010). Planning for Technical and Vocational Skills Development. UNESCO. Rogers, A. (2005). Non-Formal Education: Flexible Schooling or Participatory Education?	**Quizzes & MCQs: Covering structural features (levels, policies, institutions).** **Short Essay: "Compare and contrast public vs. private schooling in Pakistan."** **Case Study Analysis: Reviewing a report (e.g., ASER, NAVTTC, UNESCO) and presenting findings.**

3.4 Public vs. private sector education	Springer. Malik, S. (2017). Adult Education in Pakistan: Issues and Challenges. **Articles/Reports:** UNICEF Pakistan. (2022). Reports on Early Childhood Education. World Bank (2018). Pakistan Education Sector Review. Alif Ailaan (2018). State of Education in Pakistan Report.	
Unit 4: Curriculum, Textbooks, and Assessment 4.1 Curriculum development process in Pakistan 4.2 National Curriculum Framework 4.3 Single National Curriculum debate 4.4 Examination systems and assessment reforms	**Books:** Mahmood, K. (2011). Curriculum Development in Pakistan: Analysis of the Problems and Suggested Solutions. National Book Foundation. Hoodbhoy, P. (2021). Single National Curriculum: A Critical Review. Islamabad Policy Research Institute. Malik, S. (2018). "Assessment Reforms in Pakistan: Issues and Challenges." Pakistan Journal of Education. **Articles:** Hussain, S. (2013). "Curriculum Development in Pakistan: An Overview." Pakistan Journal of Education. Rehman, H. & Khan, N. (2020). "Policy Analysis of Pakistan's National Curriculum Framework." Journal of Education Policy and Leadership. Nayyar, A. (2021). "Debating the Single National Curriculum in Pakistan." Journal of Education and Society.	**Group presentation on stages of curriculum development.** **Comparative analysis assignment: Pakistan's NCF vs. another country's curriculum framework.** **Case study analysis: SNC's impact on private/public schools.** **Group project: Proposal for reforming Pakistan's examination system.**
Unit 5: Teacher Education and Professional Development 5.1 Teacher preparation programs in Pakistan	**Books:** Shami, P. A., & Hussain, K. S. (2006). Teacher Education in Pakistan: Policies and Practices. HEC curricula & program outlines (ADE, B.Ed Hons Elementary/Secondary; Methods of Teaching, etc.). Useful for syllabi mapping and course design.	**Quick checks on HEC's role, NPST standards, teacher education programs in Pakistan.** **Pose a question: "What is the biggest challenge in teacher**

5.2 Challenges in teacher recruitment and training 5.3 Role of Higher Education Commission (HEC) and teacher training institutions	University program exemplars (e.g., LCWU B.Ed (Hons) booklet) for seeing how NPST/HEC frameworks translate into schemes of study. **Articles:** Khan, S. (2011). "Teacher Education in Pakistan: Some Policy Issues." International Journal of Business and Social Science, 2(19), 130–139. (Covers structural and recruitment challenges.) **Web resources (use directly in class):** NACTE: Accredited Programs directory (students can verify institutions/program levels). NACTE Standards & Procedures PDFs (rubrics/indicators = perfect for rubric literacy tasks). HEC accreditation councils portal (to show QA architecture). HEC EduTV—updates and explainers suitable for quick clips.	**recruitment in Pakistan?"** **Group Presentation:** **Small groups pick one subtopic (e.g., NPST, teacher recruitment, HEC role).**
Unit 6: **Contemporary Issues in Education** 6.1 Gender disparities in education 6.2 Urban-rural educational division 6.3 Medium of instruction debate (Urdu vs. English) 6.4 Equity, inclusivity, and quality challenges	**Books:** Unterhalter, E. (2005). Global Inequality, Education and Gender. Oxford Studies in Comparative Education. Malik, R. (2015). Education in Pakistan: Problems and Prospects. Oxford University Press. Coleman, H. (2010). Teaching and Learning in Pakistan: The Role of Language in Education. British Council. Ainscow, M. (2020). Promoting Equity in Education. Routledge. **Articles:** Khan, S. (2012). Access to education in rural Pakistan: An investigation. Journal of Education and Development. Manan, S. A., David, M. K., & Dumanig, F. P. (2016). Medium of instruction debate in Pakistan: English vs. Urdu. Language Policy, 15(1).	**Short reflective essay: "How do gender norms shape educational opportunities in Pakistan?"** **Presentation: "Bridging the rural-urban education gap."** **Debate in class: "English as a medium of instruction improves quality of education in Pakistan."** **Group presentation: "Barriers to quality education in Pakistan**

	Rahman, T. (2021). Language Policy and Education in Pakistan. Annual Review of Applied Linguistics.	**and possible solutions."**
Unit 7: Future Directions and Educational Reforms 7.1 Role of technology in education 7.2 Globalization and its impact on Pakistani education 7.3 Policy recommendations for sustainable reforms	**Books:** Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury. Spring, J. (2015). Globalization of Education: An Introduction. Routledge. **Articles:** Malik, A. B. (2013). Public Policies and Governance in Education in Pakistan. SAARC Journal of Human Resource Development. **Web links:** Pakistan Education Policy Documents (Govt. of Pakistan): http://www.moe.gov.pk Sustainable Development Goal 4 (Quality Education): https://sdgs.un.org/goals/goal4	**Quiz on ICT integration benefits and challenges.** **Comparative analysis assignment (Pakistani vs. international education policies).** **Policy brief writing: Students draft policy recommendations for sustainable reforms in Pakistan.**

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**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

| | | |
|---|---|---|
| 1. | Mid-Term Test | 30% |
| | Sessional Work | 20% |
| 2. | Final Examination | 50% |
| | Total | 100 |
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Department of Secondary Education

Course Title: Title: Education in Pakistan

Semester: III

Course Code: EDU-102 **Credit Hours: 3**

Course Description

This course provides a comprehensive overview of the education system in Pakistan. It examines historical developments, policies, structures, challenges, and reforms in education at various levels. Students will critically analyze the role of education in national development, issues of equity, gender, and access, as well as contemporary debates on curriculum, pedagogy, and governance in Pakistan.

Learning outcomes

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

- Explain the historical evolution of the education system in Pakistan.
- Identify major policies, commissions, and reforms in education.
- Analyze the structure and functioning of different levels of education.
- Critically evaluate issues of equity, access, and quality in education.
- Discuss the role of teachers, curriculum, and assessments in shaping learning.
- Propose policy recommendations for improving education in Pakistan.

Content	Suggested Material	Assessment Strategies
Unit 1: Introduction to Education in Pakistan 1.7 Definition, aims, and significance of education 1.8 Role of education in national development 1.9 Historical background: Pre- and post-independence	**Books:** Chaudhry, A. R. (2015). Introduction to Education. Lahore: Ilmi Kitab Khana. Hoodbhoy, P. (1998). Education and the State: Fifty Years of Pakistan. Oxford University Press. Aly, J. H. (2007). Education in Pakistan: A White Paper (National Education Policy Review), Ministry of Education. **E-books:** Iqbal, A. (2011). Education in Pakistan: Developmental Milestones. Available on Google Books. **Articles:** Abbas, Q. (2011). "The Role of Education in Economic Development: A Theoretical Perspective." Journal of Education and Practice. **Web links:** Historical Education Reports (1947–2020):	**Class Discussions:** Students debate on "How education shapes national development." **Short Reflections:** Write a 300-word reflection on why education is significant for Pakistan's progress. **Short Essay:** "Evaluate the role of education in Pakistan's economic and social development."

scenario	available at http://www.mofept.gov.pk	
Unit 2: Educational Policies and Reforms 2.1 Education policies from 1947 to present 2.2 Major commissions and committees 2.3 Vision 2025 and Sustainable Development Goals (SDGs) in education	**Books:** Jalal, A., & Hussain, M. (2009). The State of Education in Pakistan. Report by SDPI. **Articles:** Government of Pakistan (various years). National Education Policies (1959, 1972, 1979, 1992, 1998, 2009, 2017 Draft). Sharif, A. (2013). Educational Reforms in Pakistan: A Review of Major Commissions and Policies. Reports of Sharif Commission (1959), Hamoodur Rahman Commission (1964), National Education Commission (1972), Haleem Committee (1988), and Education Sector Reforms (2001). **Web Links:** Vision 2025 official document: https://www.pc.gov.pk/vision2025 UN Sustainable Development Goals: https://sdgs.un.org/goals SDG-4 (Quality Education): https://sdgs.un.org/goals/goal4	**Short quizzes on different education policies (1947–present)** **Write a short essay comparing two education policies (e.g., 1959 vs 2009).** **Students analyze Vision 2025 or SDG-4 and write a report on Pakistan's progress and challenges.**
Unit 3: Structure of Education System in Pakistan 3.1 Early childhood, primary, secondary, and higher education 3.2 Technical and vocational education 3.3 Non-formal and adult education	**Books/e-Books:** UNESCO (2021). The State of Early Childhood Care and Education in Pakistan. UNESCO Reports. Rahman, T. (2004). Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan. Oxford University Press. UNESCO-UNEVOC (2018). Technical and Vocational Education and Training in Pakistan. King, K., & Palmer, R. (2010). Planning for Technical and Vocational Skills Development. UNESCO. Rogers, A. (2005). Non-Formal Education: Flexible Schooling or Participatory Education?	**Quizzes & MCQs: Covering structural features (levels, policies, institutions).** **Short Essay: "Compare and contrast public vs. private schooling in Pakistan."** **Case Study Analysis: Reviewing a report (e.g., ASER, NAVTTC, UNESCO) and presenting findings.**

3.4 Public vs. private sector education	Springer. Malik, S. (2017). Adult Education in Pakistan: Issues and Challenges. **Articles/Reports:** UNICEF Pakistan. (2022). Reports on Early Childhood Education. World Bank (2018). Pakistan Education Sector Review. Alif Ailaan (2018). State of Education in Pakistan Report.	
Unit 4: Curriculum, Textbooks, and Assessment 4.1 Curriculum development process in Pakistan 4.2 National Curriculum Framework 4.3 Single National Curriculum debate 4.4 Examination systems and assessment reforms	**Books:** Mahmood, K. (2011). Curriculum Development in Pakistan: Analysis of the Problems and Suggested Solutions. National Book Foundation. Hoodbhoy, P. (2021). Single National Curriculum: A Critical Review. Islamabad Policy Research Institute. Malik, S. (2018). "Assessment Reforms in Pakistan: Issues and Challenges." Pakistan Journal of Education. **Articles:** Hussain, S. (2013). "Curriculum Development in Pakistan: An Overview." Pakistan Journal of Education. Rehman, H. & Khan, N. (2020). "Policy Analysis of Pakistan's National Curriculum Framework." Journal of Education Policy and Leadership. Nayyar, A. (2021). "Debating the Single National Curriculum in Pakistan." Journal of Education and Society.	**Group presentation on stages of curriculum development.** **Comparative analysis assignment: Pakistan's NCF vs. another country's curriculum framework.** **Case study analysis: SNC's impact on private/public schools.** **Group project: Proposal for reforming Pakistan's examination system.**
Unit 5: Teacher Education and Professional Development 5.1 Teacher preparation programs in Pakistan	**Books:** Shami, P. A., & Hussain, K. S. (2006). Teacher Education in Pakistan: Policies and Practices. HEC curricula & program outlines (ADE, B.Ed Hons Elementary/Secondary; Methods of Teaching, etc.). Useful for syllabi mapping and course design.	**Quick checks on HEC's role, NPST standards, teacher education programs in Pakistan.** **Pose a question: "What is the biggest challenge in teacher**

5.2 Challenges in teacher recruitment and training 5.3 Role of Higher Education Commission (HEC) and teacher training institutions	University program exemplars (e.g., LCWU B.Ed (Hons) booklet) for seeing how NPST/HEC frameworks translate into schemes of study. **Articles:** Khan, S. (2011). "Teacher Education in Pakistan: Some Policy Issues." International Journal of Business and Social Science, 2(19), 130–139. (Covers structural and recruitment challenges.) **Web resources (use directly in class):** NACTE: Accredited Programs directory (students can verify institutions/program levels). NACTE Standards & Procedures PDFs (rubrics/indicators = perfect for rubric literacy tasks). HEC accreditation councils portal (to show QA architecture). HEC EduTV—updates and explainers suitable for quick clips.	**recruitment in Pakistan?"** **Group Presentation:** **Small groups pick one subtopic (e.g., NPST, teacher recruitment, HEC role).**
Unit 6: **Contemporary Issues in Education** 6.1 Gender disparities in education 6.2 Urban-rural educational division 6.3 Medium of instruction debate (Urdu vs. English) 6.4 Equity, inclusivity, and quality challenges	**Books:** Unterhalter, E. (2005). Global Inequality, Education and Gender. Oxford Studies in Comparative Education. Malik, R. (2015). Education in Pakistan: Problems and Prospects. Oxford University Press. Coleman, H. (2010). Teaching and Learning in Pakistan: The Role of Language in Education. British Council. Ainscow, M. (2020). Promoting Equity in Education. Routledge. **Articles:** Khan, S. (2012). Access to education in rural Pakistan: An investigation. Journal of Education and Development. Manan, S. A., David, M. K., & Dumanig, F. P. (2016). Medium of instruction debate in Pakistan: English vs. Urdu. Language Policy, 15(1).	**Short reflective essay: "How do gender norms shape educational opportunities in Pakistan?"** **Presentation: "Bridging the rural-urban education gap."** **Debate in class: "English as a medium of instruction improves quality of education in Pakistan."** **Group presentation: "Barriers to quality education in Pakistan**

	Rahman, T. (2021). Language Policy and Education in Pakistan. Annual Review of Applied Linguistics.	**and possible solutions."**
Unit 7: Future Directions and Educational Reforms 7.1 Role of technology in education 7.2 Globalization and its impact on Pakistani education 7.3 Policy recommendations for sustainable reforms	**Books:** Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury. Spring, J. (2015). Globalization of Education: An Introduction. Routledge. **Articles:** Malik, A. B. (2013). Public Policies and Governance in Education in Pakistan. SAARC Journal of Human Resource Development. **Web links:** Pakistan Education Policy Documents (Govt. of Pakistan): http://www.moe.gov.pk Sustainable Development Goal 4 (Quality Education): https://sdgs.un.org/goals/goal4	**Quiz on ICT integration benefits and challenges.** **Comparative analysis assignment (Pakistani vs. international education policies).** **Policy brief writing: Students draft policy recommendations for sustainable reforms in Pakistan.**

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**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

| | | |
|---|---|---|
| 1. | Mid-Term Test | 30% |
| | Sessional Work | 20% |
| 2. | Final Examination | 50% |
| | Total | 100 |
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Department of Secondary Education

Course Title: Title: Education in Pakistan

Semester: III

Course Code: EDU-102 **Credit Hours: 3**

Course Description

This course provides a comprehensive overview of the education system in Pakistan. It examines historical developments, policies, structures, challenges, and reforms in education at various levels. Students will critically analyze the role of education in national development, issues of equity, gender, and access, as well as contemporary debates on curriculum, pedagogy, and governance in Pakistan.

Learning outcomes

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

- Explain the historical evolution of the education system in Pakistan.
- Identify major policies, commissions, and reforms in education.
- Analyze the structure and functioning of different levels of education.
- Critically evaluate issues of equity, access, and quality in education.
- Discuss the role of teachers, curriculum, and assessments in shaping learning.
- Propose policy recommendations for improving education in Pakistan.

Content	Suggested Material	Assessment Strategies
Unit 1: Introduction to Education in Pakistan 1.10 Definition, aims, and significance of education 1.11 Role of education in national development 1.12 Historical background: Pre- and post-	**Books:** Chaudhry, A. R. (2015). Introduction to Education. Lahore: Ilmi Kitab Khana. Hoodbhoy, P. (1998). Education and the State: Fifty Years of Pakistan. Oxford University Press. Aly, J. H. (2007). Education in Pakistan: A White Paper (National Education Policy Review), Ministry of Education. **E-books:** Iqbal, A. (2011). Education in Pakistan: Developmental Milestones. Available on Google Books. **Articles:** Abbas, Q. (2011). "The Role of Education in Economic Development: A Theoretical Perspective." Journal of Education and Practice.	**Class Discussions:** Students debate on "How education shapes national development." **Short Reflections:** Write a 300-word reflection on why education is significant for Pakistan's progress. **Short Essay:** "Evaluate the role of education in Pakistan's economic and social development."

independence scenario	**Web links:** Historical Education Reports (1947–2020): available at http://www.mofept.gov.pk	
Unit 2: Educational Policies and Reforms 2.1 Education policies from 1947 to present 2.2 Major commissions and committees 2.3 Vision 2025 and Sustainable Development Goals (SDGs) in education	**Books:** Jalal, A., & Hussain, M. (2009). The State of Education in Pakistan. Report by SDPI. **Articles:** Government of Pakistan (various years). National Education Policies (1959, 1972, 1979, 1992, 1998, 2009, 2017 Draft). Sharif, A. (2013). Educational Reforms in Pakistan: A Review of Major Commissions and Policies. Reports of Sharif Commission (1959), Hamoodur Rahman Commission (1964), National Education Commission (1972), Haleem Committee (1988), and Education Sector Reforms (2001). **Web Links:** Vision 2025 official document: https://www.pc.gov.pk/vision2025 UN Sustainable Development Goals: https://sdgs.un.org/goals SDG-4 (Quality Education): https://sdgs.un.org/goals/goal4	**Short quizzes on different education policies (1947–present)** **Write a short essay comparing two education policies (e.g., 1959 vs 2009).** **Students analyze Vision 2025 or SDG-4 and write a report on Pakistan's progress and challenges.**
Unit 3: Structure of Education System in Pakistan 3.1 Early childhood, primary, secondary, and higher education 3.2 Technical and vocational education 3.3 Non-formal and	**Books/e-Books:** UNESCO (2021). The State of Early Childhood Care and Education in Pakistan. UNESCO Reports. Rahman, T. (2004). Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan. Oxford University Press. UNESCO-UNEVOC (2018). Technical and Vocational Education and Training in Pakistan. King, K., & Palmer, R. (2010). Planning for Technical and Vocational Skills Development. UNESCO.	**Quizzes & MCQs: Covering structural features (levels, policies, institutions).** **Short Essay: "Compare and contrast public vs. private schooling in Pakistan."** **Case Study Analysis: Reviewing a report (e.g., ASER, NAVTTC, UNESCO) and presenting findings.**

adult education 3.4 Public vs. private sector education	Rogers, A. (2005). Non-Formal Education: Flexible Schooling or Participatory Education? Springer. Malik, S. (2017). Adult Education in Pakistan: Issues and Challenges. **Articles/Reports:** UNICEF Pakistan. (2022). Reports on Early Childhood Education. World Bank (2018). Pakistan Education Sector Review. Alif Ailaan (2018). State of Education in Pakistan Report.	
Unit 4: Curriculum, Textbooks, and Assessment 4.1 Curriculum development process in Pakistan 4.2 National Curriculum Framework 4.3 Single National Curriculum debate 4.4 Examination systems and assessment reforms	**Books:** Mahmood, K. (2011). Curriculum Development in Pakistan: Analysis of the Problems and Suggested Solutions. National Book Foundation. Hoodbhoy, P. (2021). Single National Curriculum: A Critical Review. Islamabad Policy Research Institute. Malik, S. (2018). "Assessment Reforms in Pakistan: Issues and Challenges." Pakistan Journal of Education. **Articles:** Hussain, S. (2013). "Curriculum Development in Pakistan: An Overview." Pakistan Journal of Education. Rehman, H. & Khan, N. (2020). "Policy Analysis of Pakistan's National Curriculum Framework." Journal of Education Policy and Leadership. Nayyar, A. (2021). "Debating the Single National Curriculum in Pakistan." Journal of Education and Society.	**Group presentation on stages of curriculum development.** **Comparative analysis assignment: Pakistan's NCF vs. another country's curriculum framework.** **Case study analysis: SNC's impact on private/public schools.** **Group project: Proposal for reforming Pakistan's examination system.**
Unit 5: Teacher Education and Professional Development 5.1 Teacher preparation	**Books:** Shami, P. A., & Hussain, K. S. (2006). Teacher Education in Pakistan: Policies and Practices. HEC curricula & program outlines (ADE, B.Ed Hons Elementary/Secondary; Methods of Teaching, etc.). Useful for syllabi mapping and	**Quick checks on HEC's role, NPST standards, teacher education programs in Pakistan.** **Pose a question:**

programs in Pakistan 5.2 Challenges in teacher recruitment and training 5.3 Role of Higher Education Commission (HEC) and teacher training institutions	course design. University program exemplars (e.g., LCWU B.Ed (Hons) booklet) for seeing how NPST/HEC frameworks translate into schemes of study. **Articles:** Khan, S. (2011). "Teacher Education in Pakistan: Some Policy Issues." International Journal of Business and Social Science, 2(19), 130–139. (Covers structural and recruitment challenges.) **Web resources (use directly in class):** NACTE: Accredited Programs directory (students can verify institutions/program levels). NACTE Standards & Procedures PDFs (rubrics/indicators = perfect for rubric literacy tasks). HEC accreditation councils portal (to show QA architecture). HEC EduTV—updates and explainers suitable for quick clips.	**"What is the biggest challenge in teacher recruitment in Pakistan?"** **Group Presentation:** **Small groups pick one subtopic (e.g., NPST, teacher recruitment, HEC role).**
Unit 6: **Contemporary Issues in Education** 6.1 Gender disparities in education 6.2 Urban-rural educational division 6.3 Medium of instruction debate (Urdu vs. English) 6.4 Equity, inclusivity, and quality challenges	**Books:** Unterhalter, E. (2005). Global Inequality, Education and Gender. Oxford Studies in Comparative Education. Malik, R. (2015). Education in Pakistan: Problems and Prospects. Oxford University Press. Coleman, H. (2010). Teaching and Learning in Pakistan: The Role of Language in Education. British Council. Ainscow, M. (2020). Promoting Equity in Education. Routledge. **Articles:** Khan, S. (2012). Access to education in rural Pakistan: An investigation. Journal of Education and Development. Manan, S. A., David, M. K., & Dumanig, F. P. (2016). Medium of instruction debate in	**Short reflective essay: "How do gender norms shape educational opportunities in Pakistan?"** **Presentation: "Bridging the rural-urban education gap."** **Debate in class: "English as a medium of instruction improves quality of education in Pakistan."** **Group presentation:**

	Pakistan: English vs. Urdu. Language Policy, 15(1). Rahman, T. (2021). Language Policy and Education in Pakistan. Annual Review of Applied Linguistics.	**"Barriers to quality education in Pakistan and possible solutions."**
Unit 7: Future Directions and Educational Reforms 7.1 Role of technology in education 7.2 Globalization and its impact on Pakistani education 7.3 Policy recommendations for sustainable reforms	**Books:** Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury. Spring, J. (2015). Globalization of Education: An Introduction. Routledge. **Articles:** Malik, A. B. (2013). Public Policies and Governance in Education in Pakistan. SAARC Journal of Human Resource Development. **Web links:** Pakistan Education Policy Documents (Govt. of Pakistan): http://www.moe.gov.pk Sustainable Development Goal 4 (Quality Education): https://sdgs.un.org/goals/goal4	**Quiz on ICT integration benefits and challenges.** **Comparative analysis assignment (Pakistani vs. international education policies).** **Policy brief writing: Students draft policy recommendations for sustainable reforms in Pakistan.**

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**Evaluation Criteria**

Students will be evaluated on the basis of following criteria.

| | | |
|---|---|---|
| 1. | Mid-Term Test | 30% |
| | Sessional Work | 20% |
| 2. | Final Examination | 50% |
| | Total | 100 |
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Elementary and Teacher Education

Course title: Teaching of Social Studies

Program: B.Ed. Secondary

Semester I

Course Code: EDU-305 **Credit hours: 03**

Course description:

Week	Contents of Islamic Studies	Integration with SS	Reference books or material present in OCD (Mention which part to be used)	Mode of Teaching	Quiz Assignment Or exam in this week? Yes or no
1	**Importance of Islamic Education. What topics should we teach? Why do we teach Islamic Studies in schools?**	What are the common themes in Teaching of Islamic Studies?	Outlines of Islamic Studies Curricula for Elementary Schools Importance of Islamic Education		**Assignment** Qualities of a good Islamic Teacher Vs Regular Teacher?
2	**Methods of Teaching Islamic Studies** **Construct your own outline of SS the course according to your previous learning. What topics do we teach in primary classes?** **Develop an Outline for the topics**	How do we construct the outlines of Islamic Studies in primary classes?	Students will access the following from One Drive Resource Folder: Detailed Overview of the Maktab Syllabus IBERR Islamic Studies Amended syllabus	Brain storm all topics. Arrange them in mind maps under the respective headings/ **Group Activity. On Google Meet** Students in groups will present the active learning tasks developed in their	**Assignment** • Reflection on How students recall being taught Islamic Studies • What do they think could be improved and how? • Students Develop an Outline from what they have previously studied **Show KZN outline and match work. Complete as home task** **Group Assignment**

	taught in Islamiat from Grade 1-6, with Vertical and Horizontal integration			portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	**In class and at home Horizontal Sequencing of the topics.** • **Arranging the length and breadth of the course.**
3	***AQA'ID beliefs,***	**How do these Aqaid strengthen the society?**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board • Iqra School Curriculum (USA) • Jamiatul Ulama (KZN) Ta'limi Board • Stars of Islam • Madrassah Orlando	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.** Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	**List all the topics which fall under Aqaid**. Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
4	***ADAB supplications and etiquette,*** ***'AKHLAQ character***	**Link Islamic Adaab with Social ettiquettes** **Personal,**	Students will access the related material from One Drive Resource Folder	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.**	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at

		community and environmental Cleanliness **Strengthen the values of society** **Personal conduct Ikhlaq (integrity, honesty, empathy& respect)** **(Sacrifice & cooperation Patience, and gratefulness ,Modesty in character & dress)** **Link these values with verses of Quran and Ahdees**	Kg –Grade 6 from: • Punjab Text Book Board • Iqra School Curriculum (USA) • Jamiatul Ulama (KZN) Ta'limi Board • Stars of Islam • Madrassah Orlando	Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
5	***QASAS AL-AMBIYA' Stories of the prophets***	**Referenced Qasas from Quran**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board • Iqra School Curriculum (USA)	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.** Students in groups will present the active learning tasks developed in their portfolio.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active

			• Jamiatul Ulama (KZN) Ta'limi Board • Stars of Islam • Madrassah Orlando	The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	learning strategies
6	***Companions of the Prophet*** **TARIKH AL-ISLAM History of Islam**	**Islamic History Ghazwat of Islamic History** ***Heroes of Islamic history in Subcontinent***	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board • Iqra School Curriculum (USA) • Jamiatul Ulama (KZN) Ta'limi Board • Stars of Islam • Madrassah Orlando	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.** Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
7	***Selected Quranic Surahs*** ***Selected Ahadith***	**Surah Hujrat**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.** Students in groups will present the	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play

			Book Board • Iqra School Curriculum (USA) • Jamiatul Ulama (KZN) Ta'limi Board • Stars of Islam • Madrassah Orlando	active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	Picture or Video based discussion Story Any other active learning strategies
8	***Holistic Integrated Curriculum*** **Linking Islamic concepts with other subjects**		Handout The concept of an integrated Islamic curriculum by Dr Yaacob Handout Integrating Islamic Studies with mainstream subjects	**Group Activity on Google Classroom And discussion on Google Meet or Zoom.** Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
9	**Importance of Social studies. What topics should we teach?**	What are the common themes in Teaching of social Studies? Civic and active	Outlines of Islamic Studies Curricula for Elementary Schools	Students in groups will present the active learning tasks developed	Students select topics and then develop creative resources and pedagogies for the portfolio for

	Why do we teach social Studies in schools?	citizenship Human rights and responsibilities	Importance of Islamic Education	in their portfolio. The instructor will clarify the topics	classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story
10	**Methods of Teaching social Studies** **Construct your own outline of SS the course according to your previous learning. What topics do we teach in primary classes?** **Develop an Outline for the topics taught in social studies from Grade 1-6, with Vertical and Horizontal integration**	How do we construct the outlines of social Studies in primary classes?	Students will access the following from One Drive Resource Folder:	Brain storm all topics. Arrange them in mind maps under the respective headings/ **Group Activity. On Google Meet** Students in groups will present the active learning tasks	**Assignment** • Reflection on How students recall being taught Islamic Studies • What do they think could be improved and how? Students Develop an Outline from what they have previously studied
11	***Geography: people place and environment***	**Rationale of teaching and learning geography** **Map reading of Pakistan**	Students will access the related material from One Drive Resource Folder Kg –Grade 6	Students in groups will present the active learning tasks developed in their portfolio.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the

		& the Hajj places **Reflect on global warming**	from: • Punjab Text Book Board	The instructor will clarify the topics for the upcoming week. Pre -recorded videos and audio notes will be shared over Whatsapp.	following: Role Play Picture or Video based discussion Story Any other active learning strategies
12	***Cultural diversity***	**Rationale of teaching cultural diversity** **Society and socialization** **Understanding peace and conflicts** **Why do we need peace education?**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board	Students in groups will present the active learning tasks developed according to different cultures of Pakistan. The instructor will clarify the topics for the upcoming week. Pre -recorded videos	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
13	***Power authority and governance***	**Government institutions, political process & civil society participation**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board	Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
14	***Field trip***	**Field trip for**			

		students learning about culture nature and history			
15	***Productions, distributions and consumption***	**Rational on economics: Demand and supply resources conflicts Production and distribution of wealth**	Students will access the related material from One Drive Resource Folder Kg –Grade 6 from: • Punjab Text Book Board	Students in groups will present the active learning tasks developed in their portfolio. The instructor will clarify the topics for the upcoming week.	Students select topics and then develop creative resources and pedagogies for the portfolio for classes 1-6 using at least one of the following: Role Play Picture or Video based discussion Story Any other active learning strategies
16	**Follow up Review of all the work done**				

SEMSTER II

Course code: EDU-153 **Credit Hours**: 03

Course Objectives

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

1. Understand the nature and scope of contemporary literacies.
2. Identify various types of literacies such as digital, media, visual, cultural, and information literacy.
3. Evaluate the influence of digital tools and media on learning and teaching.
4. Analyze ethical and inclusive practices related to digital use in education.
5. Connect contemporary literacy trends with classroom pedagogy and global education policies.

Course Outline

Content	**Suggested material**	**Assessment Strategies**
1. Introduction to Literacy & Contemporary Literacies	New London Group (1996), *A Pedagogy of Multiliteracies* Harvard Educational Review articles	Class discussion Short quiz
2. Evolution from Traditional to Digital Literacy	Edutopia articles Research on literacy transitions OECD Future of Education reports	Timeline summary Written reflection

3. Digital Literacy: Concepts and Skills	UNESCO ICT Competency Framework ISTE Standards for Educators	Quiz Written assignment
4. Media Literacy and Its Classroom Implications	Common Sense Media Curriculum Media Literacy Now (medialiteracynow.org)	Media analysis worksheet MCQs
5. Visual Literacy	Scholarly articles on visual learning Book excerpts: *Visual Literacy in Teaching and Learning*	Short essay Class activity (image interpretation)
6. Information Literacy: Access, Evaluation, Use	CRAAP Test model American Library Association (ALA) Information Literacy Framework	Source evaluation exercise Short answer quiz
7. Cultural & Global Literacy	OECD Global Competence Framework UNESCO policy briefs on global education	Written reflection Group report
8. Role of Teachers in Developing Contemporary Literacies	ISTE Educator Standards National curriculum frameworks	Reflective journal Short assignment
9. Integrating Literacies into Curriculum & Pedagogy	"Teaching Literacy in the Digital Age" – Brian Housand Sample lesson plans	- Lesson critique Concept mapping
10. Ethical Use of Digital	Articles on plagiarism, copyright, cyber ethics	Case analysis

Resources	Case studies from education sector	Essay
11. Digital Citizenship & Safety	Google's *Be Internet Awesome* Common Sense Digital Citizenship curriculum	Lesson critique Concept mapping
12. Literacy for Equity and Inclusion	UNESCO: *Digital Inclusion Guidelines* Scholarly articles on inclusive digital education	Scenario-based discussion Written response
13. Assessing Contemporary Literacies	"Assessing 21st Century Skills" – OECD Rubric design guides	Design a rubric Peer feedback
14. Global Trends in Literacy Education	OECD Education 2030 framework International case studies	Open-book class test Summary handout
15. Recap: Challenges & Future of Literacies	Course materials reviewed Selected articles on AI, future literacies	Group discussion Thematic essay
16. Final Review and Exam	Comprehensive review based on course resources	Final written examination

Suggested Teaching Methods

- Interactive lectures
- Group work and peer collaboration
- Problem-based learning

- Video case analysis
- Field observation
- Project method,
- problem solving method.
- Case Study of any issue and prepare the action plan to solve that issue.
- Students will be supposed to go for community service and marks will be given on their community service in their sessional
- Creating panel talks to discuss the conflicting situation in the society and suggest the solutions.
- Preparing Presentation to promote peace, tolerance and inclusion in the society.

Supplementary Resources

- **Books**:
  - "Digital Literacies" by Gavin Dudeney & Nicky Hockly
  - "The App Generation" by Howard Gardner
  - "Teaching Literacy in the Digital Age" by Brian Housand
- **Websites**:
  - Common Sense Media
  - Edutopia
  - UNESCO Digital Literacy Resources
  - ISTE Standards

Course Title: Critical Thinking and Reflective Practices

Program: B.Ed. Secondary

Semester: II

Course code: EDU-451 **Credit Hours:** 3

Course Description:
This course develops students' ability to think critically, reflect on professional practices, and apply reflective models to improve teaching and learning processes.

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

- Define and explain critical thinking and reflection.
- Apply critical thinking skills to problem-solving in educational contexts.
- Use reflective models to analyze teaching practices.
- Develop strategies for self-improvement as educators.
- Engage in reflective writing and peer discussions.
- Evaluate the role of critical thinking in curriculum planning.
- Demonstrate professional growth through reflective practice.

Course Outline:

Content		Suggested Material	Assessment Strategies
Unit 1: Introduction to Critical Thinking (Weeks 1-2)		**Book:** Paul & Elder (2019). *Critical Thinking: Tools for Taking Charge***Article:** Ennis (1987). *A Taxonomy of Critical Thinking Dispositions and Abilities***Web Links:** www.criticalthinking.org**Videos:** TED Talk – *Critical Thinking Skills You Need to Have***E-Book:** Facione (2011). *Critical Thinking: What It Is and Why It Counts*	Class Discussion Quiz 1 (MCQs)
Unit 2: Models and Approaches to Critical Thinking (Weeks 3-4)		**Book:** Brookfield (2012). *Teaching for Critical Thinking***Article:** Halpern (1998). *Teaching Critical Thinking for Transfer***Web Links:** plato.stanford.edu entries on Critical Thinking**Videos:** YouTube – *Critical Thinking Models*	Reflective Journal Entry 1Presentation
Unit 3: Reflective Practice:		**Book:** Schön (1983). *The Reflective Practitioner***Article:** Dewey (1933). *How We*	Written Assignment
Theoretical Foundations (Weeks 5-6)		*Think***Web Links:** www.learning-theories.com**Videos:** Reflective Practice Explained	

Unit 4: Models of Reflection (Weeks 7-8)		**Book:** Moon (2004). *A Handbook of Reflective and Experiential Learning***Article:** Overview of Gibbs Reflective Cycle**Web Links:** www.skillsyouneed.com**Videos:** Gibbs and Kolb Models	Quiz 2Reflective Journal Entry 2
Unit 5: Critical Thinking in Problem Solving and Decision Making (Weeks 9-10)		**Book:** Nosich (2012). *Learning to Think Things Through***Article:** Paul (1995). *Critical Thinking: How to Prepare Students***Web Links:** www.mindtools.com**Videos:** Problem Solving Strategies	Case Study Analysis
Unit 6: Reflective Practices in Professional Development (Weeks 11-13)		**Book:** Bolton (2010). *Reflective Practice: Writing and Professional Development***Article:** Larrivee (2000). *Transforming Teaching Through Reflective Practice***Web Links:** www.edutopia.org**Videos:** Teacher Reflection in Action	Peer Review Reflective Portfolio
Unit 7: Integrating Critical Thinking and Reflection into Teaching (Weeks 14-16)		**Book:** Brookfield (2017). *Becoming a Critically Reflective Teacher***Article:** Zeichner & Liston (1996). *Reflective Teaching: An Introduction***Web Links:** www.ascd.org**Videos:** How to Teach Critical Thinking	Final Project Presentation Quiz 3

Course code: EDU-153 **Credit Hours**: 03

Course Objectives

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

6. Understand the nature and scope of contemporary literacies.
7. Identify various types of literacies such as digital, media, visual, cultural, and information literacy.
8. Evaluate the influence of digital tools and media on learning and teaching.
9. Analyze ethical and inclusive practices related to digital use in education.
10. Connect contemporary literacy trends with classroom pedagogy and global education policies.

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Resources	Case studies from education sector	Essay
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  - "Teaching Literacy in the Digital Age" by Brian Housand
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  - Common Sense Media
  - Edutopia
  - UNESCO Digital Literacy Resources
  - ISTE Standards

Course Title: Critical Thinking and Reflective Practices

Program: B.Ed. Secondary

Semester: II

Course code: EDU-451 **Credit Hours:** 3

Course Description:
This course develops students' ability to think critically, reflect on professional practices, and apply reflective models to improve teaching and learning processes.

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

- Define and explain critical thinking and reflection.
- Apply critical thinking skills to problem-solving in educational contexts.
- Use reflective models to analyze teaching practices.
- Develop strategies for self-improvement as educators.
- Engage in reflective writing and peer discussions.
- Evaluate the role of critical thinking in curriculum planning.
- Demonstrate professional growth through reflective practice.

Course Outline:

Content		Suggested Material	Assessment Strategies
Unit 1: Introduction to Critical Thinking (Weeks 1-2)		**Book:** Paul & Elder (2019). *Critical Thinking: Tools for Taking Charge***Article:** Ennis (1987). *A Taxonomy of Critical Thinking Dispositions and Abilities***Web Links:** www.criticalthinking.org**Videos:** TED Talk – *Critical Thinking Skills You Need to Have***E-Book:** Facione (2011). *Critical Thinking: What It Is and Why It Counts*	Class Discussion Quiz 1 (MCQs)
Unit 2: Models and Approaches to Critical Thinking (Weeks 3-4)		**Book:** Brookfield (2012). *Teaching for Critical Thinking***Article:** Halpern (1998). *Teaching Critical Thinking for Transfer***Web Links:** plato.stanford.edu entries on Critical Thinking**Videos:** YouTube – *Critical Thinking Models*	Reflective Journal Entry 1Presentation
Unit 3: Reflective Practice:		**Book:** Schön (1983). *The Reflective Practitioner***Article:** Dewey (1933). *How We*	Written Assignment
Theoretical Foundations (Weeks 5-6)		*Think***Web Links:** www.learning-theories.com**Videos:** Reflective Practice Explained	

Unit 4: Models of Reflection (Weeks 7-8)		**Book:** Moon (2004). *A Handbook of Reflective and Experiential Learning***Article:** Overview of Gibbs Reflective Cycle**Web Links:** www.skillsyouneed.com**Videos:** Gibbs and Kolb Models	Quiz 2Reflective Journal Entry 2
Unit 5: Critical Thinking in Problem Solving and Decision Making (Weeks 9-10)		**Book:** Nosich (2012). *Learning to Think Things Through***Article:** Paul (1995). *Critical Thinking: How to Prepare Students***Web Links:** www.mindtools.com**Videos:** Problem Solving Strategies	Case Study Analysis
Unit 6: Reflective Practices in Professional Development (Weeks 11-13)		**Book:** Bolton (2010). *Reflective Practice: Writing and Professional Development***Article:** Larrivee (2000). *Transforming Teaching Through Reflective Practice***Web Links:** www.edutopia.org**Videos:** Teacher Reflection in Action	Peer Review Reflective Portfolio
Unit 7: Integrating Critical Thinking and Reflection into Teaching (Weeks 14-16)		**Book:** Brookfield (2017). *Becoming a Critically Reflective Teacher***Article:** Zeichner & Liston (1996). *Reflective Teaching: An Introduction***Web Links:** www.ascd.org**Videos:** How to Teach Critical Thinking	Final Project Presentation Quiz 3

Faculty of Education

Course Title: Contemporary Literacies Contemporary Literacies

Program: B.Ed. Secondary

Semester: II

Contemporary Literacies

Course code: EDU-153 **Credit Hours**: 03

Course Objectives

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

11. Understand the nature and scope of contemporary literacies.
12. Identify various types of literacies such as digital, media, visual, cultural, and information literacy.
13. Evaluate the influence of digital tools and media on learning and teaching.
14. Analyze ethical and inclusive practices related to digital use in education.
15. Connect contemporary literacy trends with classroom pedagogy and global education policies.

Course Outline

Content	**Suggested material**	**Assessment Strategies**
1. Introduction to Literacy & Contemporary Literacies	New London Group (1996), *A Pedagogy of Multiliteracies* Harvard Educational Review articles	Class discussion Short quiz
2. Evolution from Traditional to Digital Literacy	Edutopia articles Research on literacy transitions OECD Future of Education reports	Timeline summary Written reflection
3. Digital Literacy: Concepts and Skills	UNESCO ICT Competency Framework ISTE Standards for Educators	Quiz Written assignment

4. Media Literacy and Its Classroom Implications	Common Sense Media Curriculum Media Literacy Now (medialiteracynow.org)	Media analysis worksheet MCQs
5. Visual Literacy	Scholarly articles on visual learning Book excerpts: *Visual Literacy in Teaching and Learning*	Short essay Class activity (image interpretation)
6. Information Literacy: Access, Evaluation, Use	CRAAP Test model American Library Association (ALA) Information Literacy Framework	Source evaluation exercise Short answer quiz
7. Cultural & Global Literacy	OECD Global Competence Framework UNESCO policy briefs on global education	Written reflection Group report
8. Role of Teachers in Developing Contemporary Literacies	ISTE Educator Standards National curriculum frameworks	Reflective journal Short assignment
9. Integrating Literacies into Curriculum & Pedagogy	"Teaching Literacy in the Digital Age" – Brian Housand Sample lesson plans	- Lesson critique Concept mapping
10. Ethical Use of Digital	Articles on plagiarism, copyright, cyber ethics	Case analysis
Resources	Case studies from education sector	Essay

11. Digital Citizenship & Safety	Google's *Be Internet Awesome* Common Sense Digital Citizenship curriculum	Lesson critique Concept mapping
12. Literacy for Equity and Inclusion	UNESCO: *Digital Inclusion Guidelines* Scholarly articles on inclusive digital education	Scenario-based discussion Written response
13. Assessing Contemporary Literacies	"Assessing 21st Century Skills" – OECD Rubric design guides	Design a rubric Peer feedback
14. Global Trends in Literacy Education	OECD Education 2030 framework International case studies	Open-book class test Summary handout
15. Recap: Challenges & Future of Literacies	Course materials reviewed Selected articles on AI, future literacies	Group discussion Thematic essay
16. Final Review and Exam	Comprehensive review based on course resources	Final written examination

Suggested Teaching Methods

- Interactive lectures
- Group work and peer collaboration
- Problem-based learning

- Video case analysis
- Field observation
- Project method,
- problem solving method.
- Case Study of any issue and prepare the action plan to solve that issue.
- Students will be supposed to go for community service and marks will be given on their community service in their sessional
- Creating panel talks to discuss the conflicting situation in the society and suggest the solutions.
- Preparing Presentation to promote peace, tolerance and inclusion in the society.

Supplementary Resources

- **Books**:
  - "Digital Literacies" by Gavin Dudeney & Nicky Hockly
  - "The App Generation" by Howard Gardner
  - "Teaching Literacy in the Digital Age" by Brian Housand
- **Websites**:
  - Common Sense Media
  - Edutopia
  - UNESCO Digital Literacy Resources
  - ISTE Standards

Course Title: Critical Thinking and Reflective Practices

Program: B.Ed. Secondary

Semester: II

Course code: EDU-451 **Credit Hours:** 3

Course Description:
This course develops students' ability to think critically, reflect on professional practices, and apply reflective models to improve teaching and learning processes.

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

- Define and explain critical thinking and reflection.
- Apply critical thinking skills to problem-solving in educational contexts.
- Use reflective models to analyze teaching practices.
- Develop strategies for self-improvement as educators.
- Engage in reflective writing and peer discussions.
- Evaluate the role of critical thinking in curriculum planning.
- Demonstrate professional growth through reflective practice.

Course Outline:

Content		Suggested Material	Assessment Strategies
Unit 1: Introduction to Critical Thinking (Weeks 1-2)		**Book:** Paul & Elder (2019). *Critical Thinking: Tools for Taking Charge***Article:** Ennis (1987). *A Taxonomy of Critical Thinking Dispositions and Abilities***Web Links:** www.criticalthinking.org**Videos:** TED Talk – *Critical Thinking Skills You Need to Have***E-Book:** Facione (2011). *Critical Thinking: What It Is and Why It Counts*	Class Discussion Quiz 1 (MCQs)
Unit 2: Models and Approaches to Critical Thinking (Weeks 3-4)		**Book:** Brookfield (2012). *Teaching for Critical Thinking***Article:** Halpern (1998). *Teaching Critical Thinking for Transfer***Web Links:** plato.stanford.edu entries on Critical Thinking**Videos:** YouTube – *Critical Thinking Models*	Reflective Journal Entry 1Presentation
Unit 3: Reflective Practice:		**Book:** Schön (1983). *The Reflective Practitioner***Article:** Dewey (1933). *How We*	Written Assignment
Theoretical Foundations (Weeks 5-6)		*Think***Web Links:** www.learning-theories.com**Videos:** Reflective Practice Explained	

Unit 4: Models of Reflection (Weeks 7-8)		**Book:** Moon (2004). *A Handbook of Reflective and Experiential Learning***Article:** Overview of Gibbs Reflective Cycle**Web Links:** www.skillsyouneed.com**Videos:** Gibbs and Kolb Models	Quiz 2Reflective Journal Entry 2
Unit 5: Critical Thinking in Problem Solving and Decision Making (Weeks 9-10)		**Book:** Nosich (2012). *Learning to Think Things Through***Article:** Paul (1995). *Critical Thinking: How to Prepare Students***Web Links:** www.mindtools.com**Videos:** Problem Solving Strategies	Case Study Analysis
Unit 6: Reflective Practices in Professional Development (Weeks 11-13)		**Book:** Bolton (2010). *Reflective Practice: Writing and Professional Development***Article:** Larrivee (2000). *Transforming Teaching Through Reflective Practice***Web Links:** www.edutopia.org**Videos:** Teacher Reflection in Action	Peer Review Reflective Portfolio
Unit 7: Integrating Critical Thinking and Reflection into Teaching (Weeks 14-16)		**Book:** Brookfield (2017). *Becoming a Critically Reflective Teacher***Article:** Zeichner & Liston (1996). *Reflective Teaching: An Introduction***Web Links:** www.ascd.org**Videos:** How to Teach Critical Thinking	Final Project Presentation Quiz 3

Faculty of Education
Course Title: Contemporary Literacies
Program: B.Ed Secondary
Semester: II

Course code: EDU-153 **Credit Hours**: 03

Course Objectives

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

16. Understand the nature and scope of contemporary literacies.
17. Identify various types of literacies such as digital, media, visual, cultural, and information literacy.
18. Evaluate the influence of digital tools and media on learning and teaching.
19. Analyze ethical and inclusive practices related to digital use in education.
20. Connect contemporary literacy trends with classroom pedagogy and global education policies.

Course Outline

Content	**Suggested material**	**Assessment Strategies**
1. Introduction to Literacy & Contemporary Literacies	New London Group (1996), *A Pedagogy of Multiliteracies* Harvard Educational Review articles	Class discussion Short quiz
2. Evolution from Traditional to Digital Literacy	Edutopia articles Research on literacy transitions OECD Future of Education reports	Timeline summary Written reflection
3. Digital Literacy: Concepts and Skills	UNESCO ICT Competency Framework ISTE Standards for Educators	Quiz Written assignment

4. Media Literacy and Its Classroom Implications	Common Sense Media Curriculum Media Literacy Now (medialiteracynow.org)	Media analysis worksheet MCQs
5. Visual Literacy	Scholarly articles on visual learning Book excerpts: *Visual Literacy in Teaching and Learning*	Short essay Class activity (image interpretation)
6. Information Literacy: Access, Evaluation, Use	CRAAP Test model American Library Association (ALA) Information Literacy Framework	Source evaluation exercise Short answer quiz
7. Cultural & Global Literacy	OECD Global Competence Framework UNESCO policy briefs on global education	Written reflection Group report
8. Role of Teachers in Developing Contemporary Literacies	ISTE Educator Standards National curriculum frameworks	Reflective journal Short assignment
9. Integrating Literacies into Curriculum & Pedagogy	"Teaching Literacy in the Digital Age" – Brian Housand Sample lesson plans	- Lesson critique Concept mapping
10. Ethical Use of Digital	Articles on plagiarism, copyright, cyber ethics	Case analysis
Resources	Case studies from education sector	Essay

11. Digital Citizenship & Safety	Google's *Be Internet Awesome* Common Sense Digital Citizenship curriculum	Lesson critique Concept mapping
12. Literacy for Equity and Inclusion	UNESCO: *Digital Inclusion Guidelines* Scholarly articles on inclusive digital education	Scenario-based discussion Written response
13. Assessing Contemporary Literacies	"Assessing 21st Century Skills" – OECD Rubric design guides	Design a rubric Peer feedback
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16. Final Review and Exam	Comprehensive review based on course resources	Final written examination

Suggested Teaching Methods

- Interactive lectures
- Group work and peer collaboration
- Problem-based learning

- Video case analysis
- Field observation
- Project method,
- problem solving method.
- Case Study of any issue and prepare the action plan to solve that issue.
- Students will be supposed to go for community service and marks will be given on their community service in their sessional
- Creating panel talks to discuss the conflicting situation in the society and suggest the solutions.
- Preparing Presentation to promote peace, tolerance and inclusion in the society.

Supplementary Resources

- **Books**:
  - "Digital Literacies" by Gavin Dudeney & Nicky Hockly
  - "The App Generation" by Howard Gardner
  - "Teaching Literacy in the Digital Age" by Brian Housand
- **Websites**:
  - Common Sense Media
  - Edutopia
  - UNESCO Digital Literacy Resources
  - ISTE Standards

Course Title: Critical Thinking and Reflective Practices

Program: B.Ed. Secondary

Semester: II

Course code: EDU-451 **Credit Hours:** 3

Course Description:
This course develops students' ability to think critically, reflect on professional practices, and apply reflective models to improve teaching and learning processes.

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

- Define and explain critical thinking and reflection.
- Apply critical thinking skills to problem-solving in educational contexts.
- Use reflective models to analyze teaching practices.
- Develop strategies for self-improvement as educators.
- Engage in reflective writing and peer discussions.
- Evaluate the role of critical thinking in curriculum planning.
- Demonstrate professional growth through reflective practice.

Course Outline:

Content		Suggested Material	Assessment Strategies
Unit 1: Introduction to Critical Thinking (Weeks 1-2)		**Book:** Paul & Elder (2019). *Critical Thinking: Tools for Taking Charge***Article:** Ennis (1987). *A Taxonomy of Critical Thinking Dispositions and Abilities***Web Links:** www.criticalthinking.org**Videos:** TED Talk – *Critical Thinking Skills You Need to Have***E-Book:** Facione (2011). *Critical Thinking: What It Is and Why It Counts*	Class Discussion Quiz 1 (MCQs)
Unit 2: Models and Approaches to Critical Thinking (Weeks 3-4)		**Book:** Brookfield (2012). *Teaching for Critical Thinking***Article:** Halpern (1998). *Teaching Critical Thinking for Transfer***Web Links:** plato.stanford.edu entries on Critical Thinking**Videos:** YouTube – *Critical Thinking Models*	Reflective Journal Entry 1Presentation
Unit 3: Reflective Practice:		**Book:** Schön (1983). *The Reflective Practitioner***Article:** Dewey (1933). *How We*	Written Assignment

Theoretical Foundations (Weeks 5-6)		*Think***Web Links:** www.learning-theories.com**Videos:** Reflective Practice Explained	
Unit 4: Models of Reflection (Weeks 7-8)		**Book:** Moon (2004). *A Handbook of Reflective and Experiential Learning***Article:** Overview of Gibbs Reflective Cycle**Web Links:** www.skillsyouneed.com**Videos:** Gibbs and Kolb Models	Quiz 2Reflective Journal Entry 2
Unit 5: Critical Thinking in Problem Solving and Decision Making (Weeks 9-10)		**Book:** Nosich (2012). *Learning to Think Things Through***Article:** Paul (1995). *Critical Thinking: How to Prepare Students***Web Links:** www.mindtools.com**Videos:** Problem Solving Strategies	Case Study Analysis
Unit 6: Reflective Practices in Professional Development (Weeks 11-13)		**Book:** Bolton (2010). *Reflective Practice: Writing and Professional Development***Article:** Larrivee (2000). *Transforming Teaching Through Reflective Practice***Web Links:** www.edutopia.org**Videos:** Teacher Reflection in Action	Peer Review Reflective Portfolio
Unit 7: Integrating Critical Thinking and Reflection into Teaching (Weeks 14-16)		**Book:** Brookfield (2017). *Becoming a Critically Reflective Teacher***Article:** Zeichner & Liston (1996). *Reflective Teaching: An Introduction***Web Links:** www.ascd.org**Videos:** How to Teach Critical Thinking	Final Project Presentation Quiz 3

Faculty of Education

Course Title: School Management

Program: B.Ed. Secondary

Semester: III

Course Code: EDU-255 **Credit Hours: 3 (2 Theory + 1 Practical)**

Course Description:

This course provides an understanding of the principles, processes, and practices of school management. It emphasizes leadership, planning, organization, supervision, decision-making, school-community relationships, and the management of human and material resources. It aims to equip future teachers with the managerial skills necessary to effectively contribute to the functioning of a school.

Course Objectives:

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

1. Understand the concept, need, and scope of school management.
2. Identify roles and responsibilities of school leadership.
3. Analyze organizational structures within schools.
4. Apply principles of effective management to school settings.
5. Demonstrate knowledge of managing school resources, students, staff, and time.
6. Establish strategies for effective school-community relationships.
7. Understand contemporary issues and innovations in school management.

Course Outline:

Units	Learning outcomes

Unit 1: Introduction to School Management • Definition, nature, and scope of school management • Difference between administration, management, and leadership • Historical perspectives on school management • Importance of effective school management in education	• Define key concepts such as management, administration, and leadership. • Explain the scope and significance of school management. • Compare and contrast historical perspectives on school management. • Recognize the importance of effective management in improving school performance.
Unit 2: Principles and Functions of Management • Basic principles of management (Fayol, Taylor, etc.) • Functions: Planning, organizing, staffing, directing, controlling • Application of these functions in a school context	• Identify and explain classical and modern principles of management. • Describe the key functions of management and how they apply in school settings. • Analyze how planning, organizing, staffing, directing, and controlling function in educational institutions. • Apply management principles to solve basic school management problems.
Unit 3: School as an Organization • Characteristics of school as an organization • Types of school structures (centralized vs. decentralized) • Organizational hierarchy in schools • Leadership and team building in schools	• Understand the structural and functional features of a school as an organization. • Differentiate between centralized and decentralized school systems. • Describe the hierarchy and roles within a school organization. • Evaluate the importance of teamwork and collaborative leadership.
Unit 4: Role of the Headteacher/Principal • Leadership styles and their impact on school climate • Roles: instructional leader, administrative head, manager, mentor • Decision-making and problem-solving	• Identify the various leadership roles played by a headteacher or principal. • Distinguish between different leadership styles and their impact on school culture. • Demonstrate basic decision-making and problem-solving skills. • Reflect on ethical considerations in school leadership.
Unit 5: Human Resource Management in Schools	• Understand recruitment and selection processes in educational institutions. • Explain strategies for teacher

• Recruitment, selection, and induction of staff • Staff motivation, professional development, and appraisal • Teacher collaboration and conflict resolution	motivation and retention. • Design a basic staff development plan. • Analyze issues related to teacher performance and conflict resolution.

Unit 6: Student Management and Support • Discipline, guidance, and counseling • Student records and data management • Inclusive practices and diversity management	• Develop strategies for maintaining discipline and supporting student well-being. • Recognize the importance of guidance and counseling services. • Manage student data and academic records effectively. • Apply inclusive practices to support diverse student needs. •
Unit 7: Financial and Material Resource Management • School budgeting and financial planning • Inventory control and maintenance of facilities • Utilization of resources (human, physical, ICT)	• Understand basic principles of budgeting and financial planning in schools. • Manage school assets, infrastructure, and physical facilities. • Demonstrate ability to track, audit, and report on school expenditures. • Use available resources efficiently to support teaching and learning.
Unit 8: School Time and Event Management • Time-table planning and management • Planning school calendar and co-curricular activities • Crisis and change management in schools	• Create a balanced and effective school timetable. • Plan and manage school events and co-curricular activities. • Identify steps to manage crises and unexpected events in schools. • Prioritize tasks and manage time effectively in a school setting. •
Unit 9: School-Community Relationships • Stakeholder involvement in school development • Role of parents, school councils, and community organizations • Communication strategies and outreach programs	• Recognize the role of stakeholders in the success of a school. • Plan effective communication strategies with parents and the community. • Develop initiatives to involve the community in school development. • Build partnerships with local organizations and school councils.
Unit 10: Contemporary Issues in School Management • Educational reforms and policy implications	• Identify key trends and reforms in educational policy and governance. • Analyze the impact of school autonomy, accountability, and decentralization.

• School autonomy and accountability • Use of technology and data in school management • Innovations: School-based management, distributed leadership	• Understand how technology is transforming school management. • Evaluate innovative practices such as distributed leadership and school-based management.

Practical Component / Field Work

- Observation of school management practices
- Interview with a school head/principal
- Prepare a school improvement plan
- Budget preparation and timetable design exercise

Teaching Methodologies

- Lectures and discussion
- Case studies
- Group projects and presentations
- Role-playing and simulations
- School visits / field work

Assessment and Evaluation

- Assignments and presentations (20%)
- Practical work / portfolio (20%)
- Mid-term exam (20%)
- Final exam (40%)

Recommended Readings

1. Bush, T. (2011). *Theories of Educational Leadership and Management*. Sage Publications.
2. Lunenburg, F. C., & Ornstein, A. C. (2020). *Educational Administration: Concepts and Practices*. Cengage Learning.
3. Owens, R. G., & Valesky, T. C. (2014). *Organizational Behavior in Education: Leadership and School Reform*. Pearson.
4. Punjab School Education Department Manuals.

Department of Secondary Education
Subject: Islamic Studies (Minor III)
Course Title:اسلامیات حدیث اوّل
Program: B.Ed. Secondary
Semester: VI

Course Code: EDSE-472 **Credit Hours: 3 (3+0)**

Learning Outcomes

اس کورس کے مطالعہ کے بعد طلباء اس قابل ہوجائیں گے کہ

حدیث مبارکہ کے متن و تشریح کو سمجھ سکیں۔

علم و فقہ کے عملی پہلو کا احاطہ کر سکیں۔

Course Outline

یونٹ	مواد	تجویز کردہ مواد	جائزہ لینے کی حکمتِ عملی
حدیث:1یونٹ	تعارفِ حدیث مطالعہ متن حدیث (1-13احادیث مبارکہ) حجیت حدیث مطالعہ متن حدیث (14-23احادیث مبارکہ)	مولانا –حجیت حدیث محمد ادریس کاندھلوی –سنت کی آئینی حیثیت سید ابو الاعلی مودودی مولانا –تاریخ حدیث محمد تقی عثمانی ڈاکٹر –حفاظت حدیث خالد علوی	کلاس میں مطالعہ متن و تشریح مختصر کوئز تحریری اسائنمنٹس نصف سمسٹر امتحان
فقہ:2یونٹ	ضرورت و)تعارف فقہ (اہمیت، اقسام، مصادر عصر حاضر میں اجتہاد کی اہمیت فقہی مذاہب کا تعارف حنفی، مالکی، شافعی،) (حنبلی، جعفری کتاب الصلوٰۃ از القدوری ابواب الصلوٰۃ، سجود) (السہو تا باب الشہید	فقہ اسلامی کا تاریخی علامہ سید –پس منظر سلیمان ندوی فقہ اسلامی کا تاسیسی ڈاکٹر ساجد –پس منظر الرحمٰن صدیقی –فلسفہ شریعت اسلام ڈاکٹر صحبی صالح (اردو ترجمہ) مولانا –مطالعہ سیرت عبدالقدوس ہاشمی	کلاس ڈسکشنز فقہی مسائل)اسائنمنٹس (پر گروپ پریزنٹیشنز حتمی امتحان

Semster iii

Department of Secondary Education
Course Title: Educational Assessment and Measurement
Program: B .ED Secondary
Semester: III

Course Code: EDU-253 **course code:3**

Course Description:

This course provides a foundational understanding of assessment and measurement principles in educational settings. It focuses on the development, implementation, interpretation, and evaluation of assessment tools used to measure student learning, instructional effectiveness, and educational outcomes. Students will explore various types of assessments (formative, summative, diagnostic, standardized), principles of test construction, validity, reliability, and fairness. Emphasis is also placed on data analysis, grading practices, and ethical issues in assessment. The course prepares future

educators and administrators to make informed, data-driven decisions that enhance student achievement and instructional practices.

Learning Outcomes:

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

- Explain Solo's taxonomy
- Distinguish between good and weak short-answer, multiple-choice, true-false, and matching column questions from an actual test and explain why each question is good or weak
- Identify the characteristics of effective feedback and provide an example
- Construct a rubrics for a performance assessment task Differentiate between format of grading and reporting system
- Apply principles of effective grading and feedback.

Course Content	**Suggested Material**	**Assessment Strategies**
Unit1 Introduction: Definitions, Concepts in Measurement and Assessment 1.1 Measurement and Assessment 1.2 Types of Decisions in Educational Settings 1.3 Difference between Measurement, Assessment, Evaluation 1.4 Characteristics of Assessment 1.5 Purposes of Assessment 1.6 Types of Assessment Procedure 1.7 Types of Tests • Classroom Tests • Standardized tests	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Class Discussion And Question/Answer
Unit2 Instructional Goals and Objectives 2.1 Taxonomy of Instructional Objectives 2.2 Bloom's Taxonomy of Educational Objectives 2.3 Solo Taxonomy of Educational Objectives 2.5 Criteria for Selecting Appropriate Objectives 2.6 Method of Stating Instructional Objectives	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Class Discussion And Question/Answer
Unit3 Tests, Validity and Reliability 3.1. Nature of Validity	Measurement and Assessment in Teaching ***By M. David Miller,***	Class Discussion Quiz Activity

3.2 Types of validity 3.3 Factors Influencing Validity 3.4 Nature of Reliability 3.5 Types of Reliability 3.6 Factors Influencing Reliability	***Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	
Unit 4 Test Construction 4.1 Planning the Test 4.2 Building a Table of Specifications 4.3 Preparing the list of Instructional Objectives 4.4 Outlining the Instructional Content 4.5 Measuring Complex Achievement 4.6 Test Scoring Procedure 4.7 Selecting Appropriate Types of Items and Assessment Tasks 4.8 How to mark Scoring 4.9 Using Scoring Rubric 4.10 Developing Skills in test Taking	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Assignment work
Unit 5 Interpretation of Test Scores and Norm 5.1 Grade Norms 5.2 Misinterpretation of Grade Equivalents 5.3 Percentile Ranks 5.4 Limitations of Percentile Ranks 5.5 Standard Scores 5.6 The Normal curve and the Standard Deviation Unit	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Assignment work
Unit 6 Portfolios 6.1 Purpose of Portfolios 6.2 Guidelines for Portfolios 6.3 Strengths and weaknesses of Portfolios 6.4 Assessment Procedure, Observational Techniques, Peer appraisal and Self-Report	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Group Work
Unit 7 Functions of Grading and Reporting Systems 7.1 Instructional Uses of Grades and Reports 7.2 Reports to Parents/Guardians 7.3 Administrative and Guidance Uses 7.4 Types of Grading and Reporting Systems 7.5 Multiple Grading and Reporting Systems 7.6 Guidelines for Developing a Multiple Grading and Reporting Systems	Measurement and Assessment in Teaching ***By M. David Miller, Robert L. Linn, & Norman E. Gronlund*** Educational Measurement ***By Robert L. Linn (Editor)***	Quiz Group Work

7.7 Guidelines for Effective Grading		

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%

Faculty of education

Course Title: **Educational Policies and Plans of Pakistan**

Program: B.Ed. Secondary

Semester: V

Course Code: EDU-303 **Credit Hours**: **3**

Course Objectives:

- To familiarize students with the historical development of educational policies in Pakistan.
- To critically analyze the goals, implementation, and outcomes of major education policies.
- To evaluate current challenges in educational planning and recommend evidence-based solutions.
- To develop understanding of the policy-making process in the context of national and global frameworks.

Learning Outcomes:

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

1. Describe the evolution of educational policies in Pakistan.
2. Analyze key features of each educational policy and plan.
3. Evaluate the implementation and impact of national education policies.
4. Propose improvements in education policy based on local needs and international trends.

Course Outline Table

Week	Topic	Resources	Assessment Techniques and Tasks
1.	**Introduction to Education Policy and Planning, definitions, types, structure** • What is policy? Distinguish from strategies, action plans, guidelines and procedures. • What is the purpose of policy? What is shaped by policy? • Different policy levels, Common features and structure of policy documents.	Course Textbook, National Education Policy Documents, UNESCO reports	Diagnostic Test, Class Discussion on "What is Policy?"

2.	**Policy process – Educational Policy Development** • **Who formulates and contributes to policy development? (Governance)** • **How is policy formulated? Processes and contexts. Role of Government, public officials, educators.** • **Policy Development Cycle and Evaluation.** • **Factors to be considered in integrated policy development** • **Historical Background: Education in Pre-Partition India**	**Alvi, H. (1979), Articles on British education policies**	**Short Quiz, Reflection Note on Colonial Influence**
3.	**Educational Planning: Models and Theories**	**UNESCO Modules on Planning, Articles on Strategic Educational Planning**	**MCQs + Short Essay on Strategic vs. Operational Planning**
4.	**Education in Early Pakistan: Objectives and Initiatives (1947–1959)**	**First Educational Conference (1947), Govt Archives**	**Group Presentation on 1947 Conference Recommendations**
5.	**Commission on National Education (1959)**	**1959 Report, Govt Policy Documents**	**Critical Review Assignment: Strengths & Weaknesses of 1959 Report**
6.	**National Education Policy 1972**	**NEP 1972, Official Reports, Newspaper Archives**	**Case Study: Implementation Failures of NEP 1972**

7.	**National Education Policy 1979**	**NEP 1979, Zia-era Reforms, Analytical Articles**	**MCQ Quiz + Policy Analysis Chart**
8.	**Education Policy under NEP 1992**	**NEP 1992 Document, Journal Articles**	**Individual Assignment: Compare 1979 vs. 1992 Policies**
9.	**Mid-Term Review & Presentations**	**Student Summaries, PowerPoints**	**Oral Presentations + Mid-Term Exam**
10	**National Education Policy 1998**	NEP 1998 Document, Govt Reports	Policy Brief Writing Task
11	**National Education Policy 2009**	NEP 2009 Full Text, Implementation Evaluation Reports	Debate: "Was NEP 2009 a comprehensive document?"
12	**Pakistan Vision 2025 & SDGs in Education**	Vision 2025 Report, UN SDG4 Documents	Group Poster Presentation: Pakistan's Progress on SDG-4
13	**Contemporary Education Challenges (Post-2018 Policies) International perspectives and forces for change** • Key international standard-setting agencies & documents. Values and priorities expressed in international documents. • Comparative International Education Policy contexts and documents. Impacts of global factors on education policy.	Single National Curriculum (SNC), HEC Policies, Reports by NGOs	Policy Analysis Matrix Task

14	**National and local perspectives on educational policy and their impact on education** • Examine priorities and values in national, state and local education policy documents. • Identify features of local education policy documents. • Comparisons between educational policies documents other countries. Similarities and differences between the approaches and emphases and reasons for these.	Policy Documents of some developed and developing counties for comparison	Analysis, Comparison Tasks, Classroom Discussion
15	**Implementation of Issues: Financing, Governance, Teacher Policies** Education Reforms and Future Policy Directions in Pakistan	Economic Surveys, Articles on Education Budget, Reforms Think Tank Reports, White Papers, UNESCO and HEC Proposals	Seminar: Present a Problem-Solution Strategy for a Policy Implementation Gap Policy Proposal Drafting Workshop
16	Final Review and Course Reflection	Course Materials, Student Portfolios	Final Exam + Submission of Reflective Journal

Recommended Resources:

- Government of Pakistan Education Policy Documents (1947–2023)
- Vision 2025 Document (Planning Commission)
- UNESCO & UNDP Reports on Education
- Relevant academic journals (e.g., *Journal of Education and Educational Development*)

Books: Hoodbhoy, P. (1998). *Educa*

Faculty of education

Course title: Inclusive Education

Program: B.Ed. Secondary

Semester: III

Course code: EDU-201 **Credit Hours: 03**

Course Description:

Week	Topic	Resources	Assessment Techniques
1	**Introduction to Inclusive Education** *Meaning and Definition* *Benefits of Inclusion* **Special, Integrated & Inclusive Education**	*Thomazet, S. (2009):* From integration to inclusive education: Does changing the terms improve practice *McCarty, K. (2006).* Full Inclusion: The Benefits and Disadvantages of Inclusive Schooling	Class discussion Short written reflection on meaning of inclusion
2	**Sociological Foundations of Inclusion** *Systemic, Societal, and Pedagogical Barriers*	*Tomlinson, S. (2019).* A sociology of special and inclusive education. *Danforth, S., & Naraian, S. (2015).* This new field of inclusive education: Beginning a dialogue on conceptual foundations.	Quiz on barriers to inclusion Case-based group discussion
3	**Inclusive Schooling** i. Fundamentals of Inclusive Schools ii. Strategies to Make Schools Inclusive	*McLeskey, J., Waldron, N., Spooner, F., & Algozzine, B.* (2014). Handbook of effective inclusive schools. *Causton, J., & Theoharis, G. (2014).* The principal's handbook for leading inclusive schools.	Classroom group presentation
4	**Curriculum and Assessment** i. Need for Differentiation ii. Cooperative Learning and Peer Tutoring	*Marlina, M., Kusumastuti, G., & Ediyanto, E. (2023).* Differentiated Learning Assessment Model to Improve Involvement of Special Needs Students in Inclusive Schools. *Strogilos, V., Lim, L., & Binte Mohamed Buhari, N. (2023).* Differentiated instruction for students with SEN in mainstream classrooms: contextual features and types of curriculum modifications.	Individual assignment on differentiated assessment
5	**Physical Accessibility & Universal Design for Learning (UDL)**	*Cumming, T. M., & Rose, M. C. (2022).* Exploring universal design for learning as an accessibility tool in higher education: A review of the current literature.	Field visit report on physical accessibility
6	**Theoretical Foundations I** i. Social vs. Medical Model ii. Sociocultural Theory of Vygotsky	*Education, i.* (2023). The foundations of inclusive education. *Kisanji, J. (1999, March).* Historical and theoretical basis of inclusive education.	Quiz on disability models Concept mapping

7	**Theoretical Foundations II** *UDL, Rights-based Approach, Equity and Social Justice*	*Heroux, J., & Peters, S. (2020).* Transforming special education with an inclusive, rights-based approach. *Kunwar, R., & Adhikari, S. (2023)*. An exploration of the conceptualization, guiding principles, and theoretical perspectives of inclusive curriculum.	Write-up on inclusive frameworks
8	**Mid-Term Examination**		Midterm paper
9	**Inclusive Pedagogies I** i. Differentiated Instruction ii. Peer-Mediated Strategies	*Fuchs et al. (2010).* Peer mediation: A means of differentiating classroom instruction. *Ivory, T. S. (2007).* Improving Mathematics Achievement of Exceptional Learners through Differentiated and Peer-Mediated Instruction.	Design an inclusive lesson plan
10	**Inclusive Pedagogies II** i. Collaborative Learning ii. Promoting Positive Behavior	*Putnam, J. W. (2015).* Cooperative learning inclusive classrooms. *César, M., & Santos, N. (2006).* From exclusion to inclusion: Collaborative work contributions to more inclusive learning settings.	Micro Teaching activity Short quiz
11	**Addressing Human Diversity** i. Educational Approaches ii. Curriculum & Assessment Adaptations	*Tharp, R. (2018)*. Teaching transformed: Achieving excellence, fairness, inclusion, and harmony. *Ferreira, M. (2022).* A theoretical essay about inclusion and the role of teachers in building an inclusive education.	Case study analysis
12	**Assistive Technologies and Educational Aids**	*Ahmad, F. K. (2015).* Use of assistive technology in inclusive education: making room for diverse learning needs. *Bressane et al. (2024)*. Understanding the role of study strategies and learning disabilities on student academic performance to enhance educational approaches: A proposal using artificial intelligence.	Demonstration of tools Design tech-based support plan
13	**Collaboration & Community Engagement** *Families, Schools, NGOs, Healthcare*	*Beveridge, S. (2013).* Children, families and schools: Developing partnerships for inclusive education. *Todd, L. (2007)*. Partnerships for inclusive education: A critical approach to collaborative working.	Develop a school–community partnership model
14	**National & International Movements**	*Awan, S., Anthony, N., & Shahbaz, K. (2023).* Inclusive and Equitable Quality Education: The Context of	Comparison essay: Global vs. National practices

	CRPD, SDGs, Policies, Declarations, Punjab Initiatives	Constitution of Pakistan and International Commitments. *Muhammad, Y., Bokhari, T. B., & Anis, F. (2024).* Inclusive education in Pakistani schools: Theoretical perspectives, challenges and opportunities. *Ydo, Y. (2020).* Inclusive education: Global priority, collective responsibility.	
15	**Future of Inclusive Education** i. AI, Advocacy, Sensitization ii. Innovative Models	*Lata, P. (2024).* Towards Equitable Learning: Exploring Artificial Intelligence in Inclusive Education. *Confer, C. A. (2023).* The Use of Artificial Intelligence to Create Inclusivity in Special Education Classrooms. *Forlin, C. (Ed.). (2012). Future directions for inclusive teacher education*	Group presentation on future trends
16	**Final Project Presentations and Course Review**	All previous course materials	Final presentations Viva and final exam

Faculty of education

Course title: Inclusive Education

Program: B.Ed. Secondary

Semester: III

Course code: EDU-201 **Credit Hours: 03**

Course Description:

Week	Topic	Resources	Assessment Techniques
1	**Introduction to Inclusive Education** *Meaning and Definition* *Benefits of Inclusion* **Special, Integrated & Inclusive Education**	*Thomazet, S. (2009):* From integration to inclusive education: Does changing the terms improve practice *McCarty, K. (2006).* Full Inclusion: The Benefits and Disadvantages of Inclusive Schooling	Class discussion Short written reflection on meaning of inclusion
2	**Sociological Foundations of Inclusion** *Systemic, Societal, and Pedagogical Barriers*	*Tomlinson, S. (2019).* A sociology of special and inclusive education. *Danforth, S., & Naraian, S. (2015).* This new field of inclusive education: Beginning a dialogue on conceptual foundations.	Quiz on barriers to inclusion Case-based group discussion
3	**Inclusive Schooling** iii. Fundamentals of Inclusive Schools iv. Strategies to Make Schools Inclusive	*McLeskey, J., Waldron, N., Spooner, F., & Algozzine, B.* (2014). Handbook of effective inclusive schools. *Causton, J., & Theoharis, G. (2014).* The principal's handbook for leading inclusive schools.	Classroom group presentation
4	**Curriculum and Assessment** iii. Need for Differentiation iv. Cooperative Learning and Peer Tutoring	*Marlina, M., Kusumastuti, G., & Ediyanto, E. (2023).* Differentiated Learning Assessment Model to Improve Involvement of Special Needs Students in Inclusive Schools. *Strogilos, V., Lim, L., & Binte Mohamed Buhari, N. (2023).* Differentiated instruction for students with SEN in mainstream classrooms: contextual features and types of curriculum modifications.	Individual assignment on differentiated assessment
5	**Physical Accessibility & Universal Design for Learning (UDL)**	*Cumming, T. M., & Rose, M. C. (2022).* Exploring universal design for learning as an accessibility tool in higher education: A review of the current literature.	Field visit report on physical accessibility
6	**Theoretical Foundations I** iii. Social vs. Medical Model iv. Sociocultural Theory of Vygotsky	*Education, i.* (2023). The foundations of inclusive education. *Kisanji, J. (1999, March).* Historical and theoretical basis of inclusive education.	Quiz on disability models Concept mapping

7	**Theoretical Foundations II** *UDL, Rights-based Approach, Equity and Social Justice*	*Heroux, J., & Peters, S. (2020).* Transforming special education with an inclusive, rights-based approach. *Kunwar, R., & Adhikari, S. (2023)*. An exploration of the conceptualization, guiding principles, and theoretical perspectives of inclusive curriculum.	Write-up on inclusive frameworks
8	**Mid-Term Examination**		Midterm paper
9	**Inclusive Pedagogies I** iii. Differentiated Instruction iv. Peer-Mediated Strategies	*Fuchs et al. (2010).* Peer mediation: A means of differentiating classroom instruction. *Ivory, T. S. (2007).* Improving Mathematics Achievement of Exceptional Learners through Differentiated and Peer-Mediated Instruction.	Design an inclusive lesson plan
10	**Inclusive Pedagogies II** iii. Collaborative Learning iv. Promoting Positive Behavior	*Putnam, J. W. (2015).* Cooperative learning inclusive classrooms. *César, M., & Santos, N. (2006).* From exclusion to inclusion: Collaborative work contributions to more inclusive learning settings.	Micro Teaching activity Short quiz
11	**Addressing Human Diversity** iii. Educational Approaches iv. Curriculum & Assessment Adaptations	*Tharp, R. (2018)*. Teaching transformed: Achieving excellence, fairness, inclusion, and harmony. *Ferreira, M. (2022).* A theoretical essay about inclusion and the role of teachers in building an inclusive education.	Case study analysis
12	**Assistive Technologies and Educational Aids**	*Ahmad, F. K. (2015).* Use of assistive technology in inclusive education: making room for diverse learning needs. *Bressane et al. (2024)*. Understanding the role of study strategies and learning disabilities on student academic performance to enhance educational approaches: A proposal using artificial intelligence.	Demonstration of tools Design tech-based support plan
13	**Collaboration & Community Engagement** *Families, Schools, NGOs, Healthcare*	*Beveridge, S. (2013).* Children, families and schools: Developing partnerships for inclusive education. *Todd, L. (2007)*. Partnerships for inclusive education: A critical approach to collaborative working.	Develop a school–community partnership model
14	**National & International Movements**	*Awan, S., Anthony, N., & Shahbaz, K. (2023).* Inclusive and Equitable Quality Education: The Context of	Comparison essay: Global vs. National practices
	CRPD, SDGs, Policies, Declarations, Punjab Initiatives	Constitution of Pakistan and International Commitments. *Muhammad, Y., Bokhari, T. B., & Anis, F. (2024)*. Inclusive education in Pakistani schools: Theoretical perspectives, challenges and opportunities.	

15	**Future of Inclusive Education** iii. AI, Advocacy, Sensitization iv. Innovative Models	*Lata, P. (2024).* Towards Equitable Learning: Exploring Artificial Intelligence in Inclusive Education. *Confer, C. A. (2023).* The Use of Artificial Intelligence to Create Inclusivity in Special Education Classrooms. *Forlin, C. (Ed.). (2012). Future directions for inclusive teacher education*	Group presentation on future trends
16	**Final Project Presentations and Course Review**	All previous course materials	Final presentations Viva and final exam

Faculty of education

Course title: Teaching Profession

B.Ed Secondary

Semester:IV

Course code:EDU-257 **credit hours:3**

Course description:

This course introduces learners to teaching as a profession. It explores the ethical, historical, and philosophical foundations of the profession while building awareness of the teacher's role in society. By developing understanding about professional development theories pre-service teachers can prepare themselves according to the future teaching into diverse context. This course will enable the pre-service teachers to extend their professional affiliation with professional teaching bodies to learn new avenues of learning. Students will investigate what it means to be a professional educator and explore national and international teaching standards.

Learning Outcomes:

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

- Describe the nature, scope, and characteristics of teaching as a profession.
- Explain the historical, philosophical, and social foundations of the teaching profession.
- Identify the roles, responsibilities, and ethical obligations of teachers.

- Interpret national and international professional standards for teachers.
- Demonstrate understanding of professional identity and reflective teaching practices.
- Develop a basic professional development plan for lifelong learning.

Content	Suggested material	Assessment strategies
1. Introduction to Teaching Profession - Nature, scope, and significance - Teaching as a profession vs other professions	**Book:** AIOU B.Ed Book Code 8613 **Article:** "Teaching as a Profession: A Comparative Study" (Educational Research International) **Web Links:** UNESCO: Teaching and Learning **Videos:** YouTube: "Teaching is a Profession" (TEDx) **E-Books:** Linda Darling-Hammond's *Powerful Teacher Education*	Class discussion Quiz Reflective journal
2. Historical and Philosophical Foundations of Teaching - Contributions of philosophers (Plato, Rousseau, John Dewey) - Development of teaching in Pakistan	**Book:** Foundations of Education by Ornstein & Hunkins **Article:** "Philosophy and Education: Four Pillars of Education" (ERIC) **Web Links:** - IEP-Unesco **Videos:** "Philosophy of Education Explained" (Crash Course YouTube) **E-Books:** *Educational Philosophy in Pakistan* (HEC Digital Library)	Test or Quiz Assignment on philosophers Group presentation

3. Teacher's Roles and Responsibilities - Teacher as a facilitator, guide, moral agent - Social responsibilities of a teacher	**Book:** The Skillful Teacher by Stephen D. Brookfield **Article:** "Role of Teacher in Character Building" – Journal of Education and Practice **Web Links:** Teach.com – Role of Teachers **Videos:** "Teachers Matter" (UNESCO YouTube) **E-Books:** *The Reflective Practitioner* by Donald Schön	Case study analysis Reflective essay Role play
4. Professional Standards and Code of Conduct - National Professional Standards for Teachers in Pakistan (NPSTP) - Global teaching standards (UNESCO, INTASC)	**Book:** Govt. of Pakistan: National Professional Standards for Teachers (2009) **Article:** "Professional Ethics for Teachers" (ERIC) **Web Links:** UNESCO – Teaching Standards **Videos:** "What Makes a Good Teacher?" (OECD Video) **E-Books:** *Teachers and Ethics* by Kenneth A. Strike	Policy document review Group quiz Peer review

5. Teacher Identity and Professional Growth - Professional development & lifelong learning - Reflective teaching and action research	**Book:** Becoming a Teacher by Parkay & Stanford **Article:** "Teacher Identity and Its Impact" (Teaching and Teacher Education Journal) **Web Links:** British Council – Continuing Professional Development (CPD) **Videos:** "Lifelong Learning for Teachers" – Coursera/Youtube **E-Books:** *Teacher Learning and Development* by Clarke & Hollingsworth	Professional portfolio Development plan Final exam

Suggested Teaching Methods

- Interactive lectures
- Group work and peer collaboration
- Problem-based learning
- Video case analysis

Faculty of education

Course title: Inclusive Education

Program: B.Ed. Secondary

Semester: III

Course code: EDU-201 **Credit Hours: 03**

Course Description:

Week	Topic	Resources	Assessment Techniques
1	**Introduction to Inclusive Education** *Meaning and Definition* *Benefits of Inclusion* **Special, Integrated & Inclusive Education**	*Thomazet, S. (2009):* From integration to inclusive education: Does changing the terms improve practice *McCarty, K. (2006).* Full Inclusion: The Benefits and Disadvantages of Inclusive Schooling	Class discussion Short written reflection on meaning of inclusion
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11	**Addressing Human Diversity** v. Educational Approaches vi. Curriculum & Assessment Adaptations	*Tharp, R. (2018)*. Teaching transformed: Achieving excellence, fairness, inclusion, and harmony. *Ferreira, M. (2022).* A theoretical essay about inclusion and the role of teachers in building an inclusive education.	Case study analysis
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13	**Collaboration & Community Engagement** *Families, Schools, NGOs, Healthcare*	*Beveridge, S. (2013).* Children, families and schools: Developing partnerships for inclusive education. *Todd, L. (2007)*. Partnerships for inclusive education: A critical approach to collaborative working.	Develop a school–community partnership model
14	**National & International Movements**	*Awan, S., Anthony, N., & Shahbaz, K. (2023).* Inclusive and Equitable Quality Education: The Context of	Comparison essay: Global vs. National practices

	CRPD, SDGs, Policies, Declarations, Punjab Initiatives	Constitution of Pakistan and International Commitments. *Muhammad, Y., Bokhari, T. B., & Anis, F. (2024).* Inclusive education in Pakistani schools: Theoretical perspectives, challenges and opportunities. *Ydo, Y. (2020).* Inclusive education: Global priority, collective responsibility.	
15	**Future of Inclusive Education** v. AI, Advocacy, Sensitization vi. Innovative Models	*Lata, P. (2024).* Towards Equitable Learning: Exploring Artificial Intelligence in Inclusive Education. *Confer, C. A. (2023).* The Use of Artificial Intelligence to Create Inclusivity in Special Education Classrooms. *Forlin, C. (Ed.). (2012). Future directions for inclusive teacher education*	Group presentation on future trends
16	**Final Project Presentations and Course Review**	All previous course materials	Final presentations Viva and final exam

Faculty of Education

Course Title: Research Methods in Education

Program B. Ed. Secondary

Semester IV

Course Code: EDU-614 **Credit Hours: 3(3+0)**

Course Description: This course is designed for B. Ed 4 years' degree programs students to familiarize them with basic methods and techniques for designing, conducting and analyzing research in the field of education. Emphasis is on developing appropriate and researchable research questions, reviewing the literature critically and planning cogent research. Equal attention is paid to the process of instrument development so that valid and reliable data can be produced and subsequently analyzed. Moreover, this course help to build a sound knowledge base for selection of an appropriate statistical tool from a variety of parametric and non-parametric procedures.

Learning Outcomes

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

- Discuss the meaning, nature &scope of research in education
- Raise awareness of a variety of research designs for educational research
- Develop knowledge of qualitative and quantitative methods; data collection and analysis; and, correctly reporting research findings
- Explore the use of action research as a means to improve teaching and learning.
- Develop their own research proposal from initial research question to research design, data collection and data analysis and methods
- Situate themselves as research professionals
- Conduct research in different educational settings
- Write research report and present it effectively

Course Outline

Unit	Suggested Material	Assessment
Unit 1: Introduction to Educational Research 1.1 The context of educational	Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Global Edition (Book by John W.	Pre Test Quiz to analyze preliminary knowledge of the

research 1.2 The nature of inquiry – Setting the field 1.3 Two conceptions of social reality 1.4 The normative and interpretive paradigms 1.5 The scientific method 1.6 Criticisms of positivism and the scientific method	Creswell and Timothy C. Guetterman) **Introduction to Research in Education (Authors:** Donald Ary, Lucy Cheser Jacobs, Christine Sorensen) **Research Methods in Education (Authors:** Louis Cohen, Lawrence Manion, and Keith Morrison)	students Discussion
Unit 2: Preparing a research plan 2.1 Definition and purpose of research plan 2.2 Components of the quantitative research plan 2.3 Components of the qualitative research plan	How to Write a Research Plan: A Step by Step Guide (https://share.google/eobQ9VfGOSWEhI3Xb) Quantitative Research: What It Is, Types & Methods (https://share.google/jkJcvw3LVGvY49NLg) Qualitative Research Preparation | Study Design & Components - ATLAS.ti (https://share.google/4X4paX9X63g9e6kIg)	Quizzes
Unit 3: Selecting a Sample 3.1 Introduction 3.2 The sample size 3.3 Sampling error 3.4 The representativeness of the sample 3.5 The access to the sample 3.6 Probability samples 3.7 Non-probability samples 3.8 Planning a sampling strategy 3.9 Sampling in quantitative research 3.10 Sampling in qualitative research	**Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Author:** John W. Creswell) **Educational Research: Quantitative, Qualitative, and Mixed Approaches (Author:** Burke Johnson & Larry Christensen) Sampling Methods | Types, Techniques & Examples (https://share.google/2bdIfosKOV54z1ydy) Sample selection - an overview | ScienceDirect Topics (https://share.google/pAgRJwdxnPEI3wX5U)	Discussion
Unit 4: Selecting measuring instrument	Concepts, Constructs, and Variables - Social Sci LibreTexts	

4.1 Constructs 4.2 Variables 4.3 Characteristic of measuring instrument 4.4 Types of measuring instruments 4.5 Criteria for good measuring instrument 4.6 Validity and reliability	https://share.google/IR1CpVzwr73jxTEUA Classification of measuring instruments: types and applications - News on Enex https://share.google/GNS3n1wf8NQuflbWF Reliability vs. Validity in Research | Difference, Types and Examples https://share.google/xyUt1DYq24b5lQlT2	Assignment
Unit 5: Quantitative Method **5.1 Survey Research** • Definition, purpose and scope • Conducting survey research • Survey sampling • Internet-based surveys • Postal, interview and telephone surveys **5.2 Correlation Research** • Definition and purpose • Correlation research process • Relationship studies • Prediction studies • Correlation based analysis **5.3 Causal-Comparative Research** • Definition and purpose • Conducting a Causal-Comparative Studies • Design and Procedure • Data analysis and interpretation **5.4 Experimental Research** • Definition and purpose • Experimental process • Threats to external validity	**Introduction to Research in Education (Authors:** Donald Ary, Lucy Cheser Jacobs, Christine Sorensen) Survey Research | Definition, Examples & Methods https://share.google/GRST2bXg0SyGlOt9p What is Correlational Research: Definition, Types, and Examples | Researcher.Life https://share.google/c2Bhu6Uu4z1VgiQla Causal Comparative Research: Definition, Types & Benefits | QuestionPro https://share.google/5HHneXeN6jhTQaIvP What is Experimental Research: Definition, Types & Examples https://share.google/z5n5YRg0WiMZyKI3f	Presentations

• Threats to Internal validity
• Single variable design
• Group experimental design
  • True experimental design
  • Quasi experimental design		

Unit 6: Qualitative method **6.1 Naturalistic and ethnographic research** • Elements of naturalistic inquiry • Planning naturalistic research • Critical ethnography • Some problems with ethnographic and naturalistic approaches **6.2 Case studies** • What is a case study? • Planning a case study • Recording observations • Writing up a case study **6.3 Historical and documentary research** • Introduction • Choice of subject • Data collection • Evaluation • Life histories • Documentary research	Qualitative, naturalistic and ethnographic research | Request PDF https://share.google/ah74eWYWi0mSDKtkA What Is Qualitative Research? | Methods & Examples https://share.google/OiK8saVVVrYX4nmOb What Is a Case Study? | Definition, Examples & Methods https://share.google/EOKYoQ0NzGytCttgV (PDF) Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers https://share.google/VQ1qs1ZYCeFNHB2yW Documentary Research: Definition, Types, Applications & Examples https://share.google/vh0Hwo69A3bp4uz1Q	Presentation
Unit 7: Mixed Method Approach **7.1 Longitudinal, cross-sectional**	**Mixed Methods Research | Definition, Guide & Examples** https://share.google/JodIiqzsAVhZ024tx	

and trend studies • Longitudinal, cross-sectional and trend studies • Strengths and weaknesses of longitudinal and cross-sectional studies **7.2 Action research** • Introduction • Defining action research • Principles and characteristics of action research • Reflexivity in action research	**Action Research: Principles and Practice (Author:** Jean McNiff)	Article Review Small research project
Unit 8: Tools for data collection **8.1 Questionnaires** • Ethical issues • Types of questionnaire items • Avoiding pitfalls in question writing • Sequencing the questions • The layout of the questionnaire • Covering letters and follow-up • Piloting the questionnaire • Practical considerations in questionnaire design • Administering questionnaires • Processing questionnaire data **8.2 Interviews** • Purposes of the interview • Types of interview • Interviewing children • Focus groups • Telephone interviewing	Questionnaires: Definition, advantages & examples | QuestionPro https://share.google/W5YuVbkdJv40G4Z3R Questionnaire Design | Methods, Question Types & Examples https://share.google/OzqihkqFdgvXlYY57 Types of Interviews in Research | Guide & Examples https://share.google/XLeqMhjP7QHuiLT9j	Assignment

• Ethical issues in interviewing **8.3 Accounts** • Characteristics of accounts • Procedures in eliciting, analyzing and authenticating accounts **8.4 Tests** • Parametric and non-parametric tests • Norm-referenced, criterion-referenced and domain-referenced tests • Commercially produced tests and researcher-produced tests • Constructing a test • Devising a pretest and post-test • Reliability and validity of tests • Ethical issues in preparing for tests	byjus.com/maths/difference-between-parametric-and-nonparametric/ https://share.google/n7ljs4Gzs6lJSlYCO	
Unit 9: The ethics of educational and social research • The field of ethics • Informed consent • Access and acceptance • Ethics and research methods in education	The ethics of educational and social research By Louis Cohen, Lawrence, Keith Morrison	Class participation
Unit 10: Data Analysis 10.1. Descriptive 10.2. Inferential	https://share.google/qC9W1DBO77qsjmOw6 Data analysis | Definition, Research, & Methodology | Britannica https://share.google/VmtGO4mlNopq7r0ok	Practical test
Unit 11: Report Writing	https://share.google/U12zX85SRsaDsc5og	A short research report

11.1. Writing formats & Presentation 11.2. Referencing	Research Report: Definition, Types + [Writing Guide] https://share.google/qbz175lBNTlnjzvBI	

Recommended Readings

1. Best, J. W., Kahn, James V. (2016). Research in Education. Pearson. India.
2. Mills, G. (2007). Action research: A guide for the teacher researcher 3rd Ed. Upper Saddle River, NJ: Pearson.
3. Christensen, L. B., Johnson, R. B., & Turner, L. (2011). Research methods, design, and analysis. (11th ed.) Boston: Allyn & Bacon.
4. Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
5. Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
6. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2022). *How to design and evaluate research in education* (11th ed.). McGraw Hill Higher Education.
7. Gay, L. R. (1999). Educational Research: Competencies for Analysis and Application Prentice Hall.
8. Gall, M. D., Gall, J. P., & Borg, W. R. (2006). *Educational research: An introduction* (8th ed.). Pearson Education.
9. Johnson, R. B., & Christensen, L. B. (2024). *Educational research: Quantitative, qualitative, and mixed approaches* (8th ed.). SAGE Publications.
10. • APA Format: http://www.apa.org