

Scheme of Studies
Associate Degree in Education
(For Affiliated Colleges)

1. Program Structure:

Duration	Minimum 2-Years (4-Semesters),															
Admission Requirements:	FA/F.Sc / A level or equivalent with minimum 2 nd Division.															
Degree Completion Requirements:	<p>Duration: 2 years Semester Duration: 16-18 Week Semesters:4 Course Load per Semester: 5-18 Credit Hours Number of Courses per semester: 5-6 (not more than 3 lab/ practical courses)</p> <p>Structure of the Scheme: Credit Hours Distribution:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Nature of Area/ Subject</th> <th style="text-align: center;">Courses</th> <th style="text-align: center;">Credit Hours</th> </tr> </thead> <tbody> <tr> <td>General Courses</td> <td style="text-align: center;">13</td> <td style="text-align: center;">31</td> </tr> <tr> <td>Holy Quran Translation(1- IV)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">NC</td> </tr> <tr> <td>Majors</td> <td style="text-align: center;">12</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Total</td> <td></td> <td style="text-align: center;">67</td> </tr> </tbody> </table>	Nature of Area/ Subject	Courses	Credit Hours	General Courses	13	31	Holy Quran Translation(1- IV)	2	NC	Majors	12	36	Total		67
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General Courses	13	31														
Holy Quran Translation(1- IV)	2	NC														
Majors	12	36														
Total		67														

2. General Education (Gen Ed) Requirements: (Mandatory/Core Courses):

The minimum requirement for Gen Ed is 30 credits hours and will be offered in first four semesters only.

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil

10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
14.	1-8	URCG-5111	Translation of Holy Quran	NC	Nil
GE Courses Credit Hours Total				31	

3. Single Major Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	EDUC-5201	Foundations of Education	3(3-0)	<i>Nil</i>
2.	EDUC-5202	Education in Pakistan	3(3-0)	<i>Nil</i>
3.	EDUC-5203	Child Development	3(3-0)	<i>Nil</i>
4.	EDUC-5204	Comparative Education	3(3-0)	<i>Nil</i>
5.	EDUC-5205	Methods of Teaching	3(3-0)	<i>Nil</i>
6.	EDUC-5206	Curriculum Development	3(3-0)	<i>Nil</i>
7.	EDUC-5207	Educational Psychology	3(3-0)	<i>Nil</i>
8.	EDUC-5208	Inclusive Education	3(3-0)	<i>Nil</i>
9.	EDUC-5209	Classroom Assessment	3(3-0)	<i>Nil</i>
10.	EDUC-5210	Guidance and Counselling	3(3-0)	<i>Nil</i>
11.	EDUC-5211	Educational Planning and Management	3(3-0)	<i>Nil</i>
12.	EDUC-5212	Population Education	3(3-0)	<i>Nil</i>
Major Courses Credit Hours Total			36	

Scheme of Studies

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105	Islamic Studies (OR)	2(2-0)	Nil
	URCG-5126	Religious Education/Ethics		
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
Major-1	EDUC-5201	Foundations of Education	3(3-0)	Nil
Major-2	EDUC-5202	Education in Pakistan	3(3-0)	Nil
Major-3	EDUC-5203	Child Development	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-4	URCG-5112	Fables, Wisdom Literature and EPICS	2(2-0)	Nil
GE-5	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-6	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-7	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE-8	URCG-5111	Translation of Holy Quran	NC	Nil
Major-4	EDUC-5204	Comparative Education	3(3-0)	Nil
Major-5	EDUC-5205	Methods of Teaching	3(3-0)	Nil
Major-6	EDUC-5206	Curriculum Development	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	EDUC-5207	Educational Psychology	3(3-0)	Nil
Major-8	EDUC-5208	Inclusive Education	3(3-0)	Nil
Major-9	EDUC-5209	Classroom Assessment	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
GE-8	URCG-5111	Translation of Holy Quran-II	NC	Nil
Major-10	EDUC-5210	Guidance and Counselling	3(3-0)	Nil
Major-11	EDUC-5211	Educational Planning and Management	3(3-0)	Nil
Major-12	EDUC-5212	Population Education	3(3-0)	Nil

Semester Total Credit Hours: 16Program Total: 67

Course Outlines

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Course Description

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah..

Course Objectives

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

1. To make students understand the relevance and pragmatic significance of Islam in their lives.
2. To make learners comprehend the true spirit of Islam with reference to modern world.
3. To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
4. To provide Basic information about Islamic Studies
5. To enhance understanding of the students regarding Islamic Civilization
6. To improve Students skill to perform prayers and other worships
7. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline

Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعه قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 284-286؛ سورۃ الحجرات آیات 1-18؛، سورۃ الفرقان آیات 63-77؛ سورۃ المؤمنون آیات 1-11؛، سورۃ الاحزاب آیات 6، 21، 32-33، 40، 56-59؛ سورۃ الانعام آیات 151-153؛، سورۃ الصف آیات 1-14؛ الحشر آیات 18-20؛ آل عمران آیات 190-192؛ النحل آیات 12-14؛ لقمن آیت 20، حم السجده آیت 53)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ

1- اعمال کا اجر نیت پر منحصر ہے۔ 2- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 3- کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 4- ارکان اسلام 5- اسلام، ایمان، احسان اور قیامت کی نشانیاں، 6- بچوں کی نماز کی تلقین 7- دین کا گہرا فہم اللہ کی خاص عنایت ہے 8- حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت، 9- روز محشر کا محاسبہ، 10- حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11- حسن خلق کی عظمت اور فحش و بدگوئی کی مذمت 12- دنیا و آخرت کی بھلائی کی ضامن چار چیزیں، 13- ہلاک کر دینے والی سات چیزیں، 14- بے عمل مبلغ کا عبرت ناک انجام 15- ہر شخص نگران ہے اور ہر شخص مسئول

- 1) Sirah of the Prophet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے، اقامت دین کا نبوی طریق کار، اقامت دین بجمہد خلافت راشدہ، بیثاق مدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیل اجتماعیت اور اسوہ حسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
 - 2) Historical Development of Islamic Culture & Civilization
 - 3) Characteristics of Islamic Culture & Civilization
 - 4) Islamic Culture & Civilization and Contemporary Issues
4. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نامور مسلمان سائنسدان)

Pre-Requisite: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islam|| , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, —Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence|| Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamia|| Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleemat-e- Islam

Course Description

Ethics is the branch of philosophy that explores and examines concepts of right and wrong, moral principles, and ethical decision-making. This course will provide students with a comprehensive understanding of ethical theories, principles, and their applications in various contexts. Ethics plays a crucial role in our personal lives, professional endeavors, and interactions within society. It helps the students to navigate complex moral dilemmas, make informed choices, and develop a strong moral compass. By studying ethics, students will explore into the fundamental questions of human behavior, values, and the principles that guide our actions.

Course Objectives

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

1. Understand the definition and scope of ethics as a branch of philosophy.
2. Identify the key components of ethical inquiry and the relevance of ethics in personal and professional life.
3. Explore the intersection between ethics and religious beliefs, science & law and relevant ethical implications and responsibilities.
4. Apply ethical theories and principles to real-life scenarios, demonstrating the ability to evaluate moral dilemmas and make ethically informed decisions.
5. Trace the origins of morality in human instinct and evolutionary development.
6. Analyze different theories moral theories and their applications in daily life.
7. Enhance communication skills to articulate ethical viewpoints effectively, engaging in respectful and persuasive discussions.
8. Explore ethical considerations for professionals, students and teachers as well as entrepreneurs

Course Outline

1. Meaning and Scope of Ethics
2. Relation of Ethics with
 - 2.1 Religion
 - 2.2 Science
 - 2.3 Law
3. Historical Development of Morality
 - 3.1 Instinctive Moral Life
 - 3.2 Customary Morality
 - 3.3 Reflective Morality
4. Moral Theories
 - 4.1 Hedonism (Mill)
 - 4.2 Intuitionism (Butler)
 - 4.3 Kant's Moral Theory
5. Moral Ethics and Society
 - 5.1 Freedom and Responsibility
 - 5.2 Tolerance
 - 5.3 Justice

- 5.4 Punishment (Theories of Punishment)
- 6. Moral Teachings of Major Religions
 - 6.1 Judaism
 - 6.2 Christianity
 - 6.3 Islam
- 7. Professional Ethics
 - 7.1 Medical Ethics
 - 7.2 Ethics of Students
 - 7.3 Ethics of Teachers
 - 7.4 Business Ethics

Recommended Texts:

1. Lille, W. (Latest edition). *An Introduction to Ethics*. London: Methuen & Co.
2. Titus, H. H. (Latest edition). *Ethics for Today*. New York: American Book.
3. Hill, T. (Latest edition). *Ethics in Theory and Practice*. N.Y.: Thomas Y. Crowel.
4. Ameer A., S. (Latest edition). *The Ethics of Islam*. Calcutta: Noor Library Publishers.
5. Donaldson, D. M. (Latest edition). *Studies in Muslim Ethics*. London.
6. Sayeed, S. M. A. (Tr.) *Ta'aruf-e-Akhlaqiat*. Karachi: BCC&T, University of Karachi.

Course Description

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Course Objectives

1. Explain the basic concepts and components of information technology
2. Familiarize with different computer systems and their components.
3. Describe the functioning and importance of storage devices.
4. Understand the fundamentals of databases and their role in information management.
5. Elaborate the fundamentals of databases and their role in information management.
6. Analyse various physical transmission media used in networking.
7. Use different types of websites and describe their purposes.
8. Explore the benefits, challenges, and ethical considerations of conducting business online.

Course Outline

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Book

1. Vermaat, M. E., & Sebok, S. L. (2022). *Discovering Computers 2022: Digital Technology, Data and Devices*. (17th ed.).

Suggested Books

1. O'Leary, T. J., & O'Leary, L. I. (2021). *Computing Essentials*. (26th ed.). McGraw Hill Higher Education.
2. Fuller, F., Floyd, B., & Larson, B. (2018). *Computers: Understanding Technology*.

Course Description

The major focus will be on developing an understanding of the participants how different philosophical theories affect education. The course will also include historical development of education of the Pakistan. Emphasize will be given on analyzing various sociological, political, economic and ideological forces that influence the process of education in our culture context. 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. The course will explore general questions such as: What is the ultimate goal of education? How is education different from social indoctrination? Should education limit itself to imparting literacy, numeracy, and various kinds of skill and information, or should teachers also strive to influence the character and values of their students? In addition to these, various specific topics of current interest in the philosophy of education may be explored, such as: academic freedom; access to education; social and moral values, the ethics of education; religious values in individual and social life.

COURSE OBJECTIVES

The students will be able to:

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

Course Outline**Unit 1 Ideological Foundation of Education**

- 1.1 Islamic Foundations
- 1.2 Islamic concept of Peace
- 1.3 Other religions and Islam
- 1.4 Ideology and teachers

Unit 2 Philosophical Foundations of Education

- 2.1 Philosophy and Education
- 2.2 Main Philosophical Thoughts
- 2.3 Idealism
- 2.4 Realism
- 2.5 Pragmatism
- 2.6 Re-constructionism

Unit 3 Psychological Foundations of Education

- 3.1. Learning and Maturation
- 3.2. Individual Differences
- 3.3. Self Concept
- 3.4. Academic Aptitude
- 3.5. Instructional Strategies and Psychology

Unit 4 Socio-Economic Foundations of Education

- 4.1. Concept of Society and Culture
- 4.2. Social Conditions and Education
- 4.3. Economic Conditions and Education
- 4.4. Politics and Education

Unit 5 Historical Foundations of Education in Pakistan

- 5.1. Pre-Pakistan Period (712 A.D. to onward)
- 5.2. Period from 1947-1958
- 5.3. Period From 1959-1971
- 5.4. Period from 1972-1979
- 5.5. Period from 1980 -1991
- 5.6. Period from 1992 – to date

Unit 6 Aims of Education

- 6.1. Aims, Goals and Objectives
- 6.2. Taxonomies of Objectives
- 6.3. Aims and Objectives of Education in Pakistan

Unit 7 Problems and Issues in Education in Pakistan

- 7.1. Universalization of Primary Education
- 7.2. Literacy
- 7.3. Medium of Instruction
- 7.4. Diversification of Education
- 7.5. Environmental Education
- 7.6. Gender and Education
- 7.7. Islamization of Education
- 7.8. Special Education
- 7.9. Health Education / Drug Education
- 7.10. HIV / Aids, STIs, Hepatitis

Recommended Texts

1. Canestrari, A. (2019). *Foundations of education*. New York: Sage Publications.
2. Bartlett, S., & Burton, D. (2020). *Introduction to education studies*. California: SAGE Publications Limited.

Suggested Readings

1. Sadovnik, A. R., Cookson Jr, P. W., Semel, S. F., & Coughlan, R. W. (2017). *Exploring education: An introduction to the foundations of education*. New York: Routledge.
2. Ornstein, A. C., Levine, D. U., Gutek, G., & Vocke, D. E. (2016). *Foundations of education*. Nashville: Nelson Education.
3. Eugene, F.P. (2016). *Critical issues in education: Anthology of reading*. New York: Sage Publications.
4. Murphy, D. (2015). *Foundations/Introduction to teaching*. New York: Sage Publications.

This course is designed to develop prospective teachers' awareness and understanding of education in Pakistan. Prospective teachers will develop their knowledge about different aspects of development of education keeping in view different aspects of development of education i.e. pre - primary education, elementary education, secondary education and higher education. In this process current policy and programs will also be studied with reference to formal, non-formal and informal modes of education. Teacher educator will ensure that different components of education like management, leadership etc. and major issues and challenges in education sector are also taken into consideration. The basic objectives of the course are to understand schooling structure at different levels in Pakistan, to decipher the nature and purpose of education in the pre and post-independence period and delineate the historic roots and subsequent development of pre service teacher education in Pakistan. Moreover this subject will develop awareness among prospective teachers about statistical facts regarding education in Pakistan.

Learning Outcomes:

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

- Understand schooling structure at different levels in Pakistan
- Decipher the nature and purpose of education in the pre and post-independence period
- Delineate the historic roots and subsequent development of pre-service teacher education in Pakistan
- Evaluate education in Pakistan in the light of current educational policy
- Critically analyze educational development at different levels of education i.e. pre-primary education, primary education, and secondary education.
- Evaluate the issues and challenges in higher education.

Course Outline

1. **Structure of Education**
 - 1.1. Preschool education
 - 1.2. Elementary education
 - 1.3. Secondary education
 - 1.4. Higher Secondary Education
 - 1.5. Tertiary education
 - 1.6. Religious education
 - 1.7. Technical and vocational education
2. **Administration of Education and Decentralization**
 - 2.1. Federal Administrative Structure of Education
 - 2.2. Provincial Administrative Structure of Education
 - 2.3. District Administrative Structure of Education
3. **Management**
 - 3.1. Curriculum wing
 - 3.2. Ministry of education
 - 3.3. Provincial curriculum bureaus
 - 3.4. Textbook boards
 - 3.5. Staff development centers
 - 3.6. Examinations (BISE, board of technical education)

- 3.7. Schools management committees
- 3.8. Models of Curriculum in Pakistan
- 4. **Education in Pakistan: Pre and Post Independence**
 - 4.1. Pre-independence
 - 4.2. Post-independence
 - 4.3. National Education Policies
- 5. **Policy Formulation in Pakistan**
 - 5.1. Major objectives and progress of education with reference to current national education policy
- 6. **Technical and Vocational Education in Pakistan**
 - 6.1. Status
 - 6.2. Key Issues and Challenges
- 7. **Pre-Service Teacher Education in Pakistan**
 - 7.1. Policy perspectives from 1947 to recent
 - 7.2. Teacher training institutions and programs
 - 7.3. New trends in teacher education in Pakistan
 - 7.4. Major issues and challenges
- 8. **Statistical Overview of Education in Pakistan**
 - 8.1. Primary
 - 8.2. Secondary
 - 8.3. Tertiary
 - 8.4. Gender Parity
 - 8.5. Quality and expenditures
- 9. **Major Issues and Challenges**
 - 9.1. Globalization
 - 9.2. Low enrollments and dropouts
 - 9.3. Illiteracy
 - 9.4. Female Education
 - 9.5. Physical Conditions of Social Educational Institutions
 - 9.6. Quality of Education
 - 9.7. Investment of Education

Recommended Texts:

1. **Bashiruddin, Y., Bana, Z., & Afridi, A. K.** (2012). *Education in Pakistan*. Karachi: Oxford University Press
2. Siddiqui, S. (2016). *Rethinking Education in Pakistan Perceptions, Practices and Possibilities*. Lahore: Paramount Books (Pvt.) Ltd.

Suggested Readings:

1. Burki, S. J. (2018). *Pakistan: fifty years of nationhood*. London: Routledge.
2. Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections, and practices*. Karachi: Oxford University Press.
3. Shah, S. (2015). *Education, leadership, and Islam: Theories, discourses, and practices from an Islamic perspective*. London: Routledge.

COURSE DESCRIPTION

This course provides prospective teachers with an overview of child development and growth as a holistic process. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Students will form their own child development theory. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The primary focus of this course is learning about children in order to become an effective teacher. It provides prospective teachers with an overview of child development and growth as a holistic process. The latest research and thinking with regard to the conditions that affect children's learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored. Implications of child development theory for schools, teachers, and society will be considered. Student will be provided with real experiences to study/observe children at different levels of development.

COURSE OUTCOMES

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

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

LEARNING AND TEACHING APPROACHES

A variety of teaching and learning approaches will be used throughout the course, for example, group work, peer learning, class debates and discussions. Students will collaborate on performance-based tasks such as performing role plays, making informational posters, and writing letters to teachers. The course links learning approaches and assessments to provide Prospective Teachers with opportunity to accept responsibility for their own learning.

COURSE OUTLINE

Unit 1 – Course Introduction (2 weeks/6 hours)	
Unit one gives an overview of the course and the key models, theorists, and debates in child development. Development is seen as a holistic process.	
Week 1:	Overview of Growth and Development as a Holistic Process Psycho-social Models, Behaviourism and Socio-cultural Models
Week 2:	Cognitive Models Factors That Affect the Child: Key Issues and Controversies (3 Big Debates), Approaches to Classroom Development
Unit 2 – Early Childhood Development (2 weeks/6 hours)	
This unit looks at the first three stages of child development: infant, toddler, and preschool. It focuses on knowledge essential for elementary and middle school teachers about how children grow and how this knowledge can inform intelligent practice in children’s later years.	
Week 3:	Unit Introduction and Infant Development 3 Domains of Toddler Development Developmentally Appropriate Practices for Toddlers
Week 4:	3 Domains of Preschool Child Development Developmentally Appropriate Practices for Preschool Child Development Unit Review
Unit 3 – Elementary School-Age Child Development (3 weeks/9 hours)	
The physical, cognitive, emotional, and social development of elementary school-age children (6-12 years old) are explored. Emphasis is on understanding the whole child. Students will analyse stages of development during this critical period of growth. They will have opportunity to consider how early childhood development can inform their study of primary child development.	
Week 5:	Introduction to Elementary Child Development Aspects of Physical Development Encouraging Healthy Physical Development
Week 6:	Cognitive Development: Overview and Piaget’ Concrete Operational Theory Cognitive Development: Industriousness and Intelligences Emotional Development
Week 7:	Social Development: Changes and Parental Roles Social Development: Peer Interaction, Friendship, and Growth The Role of Play in Primary Child Development and Unit Review

Unit 4 - Adolescence and Development (3 weeks/9 hours)

Children undergo complex changes as they reach adolescence. The impact these changes have upon adolescent cognitive development, social development and behaviours such as motivation and identity-formation is examined. Critiques of adolescent developmental theory are considered.
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Week 8:	Intro and overview of physical development Physical dev. II: Individual/group differences Social/emotional dv. I: Erikson, self and
Week 9:	Social/emotional dev. II: Adolescent peer group Social/emotional dev. III: Motivation/self-regulation Cognitive/linguistic dev. I: Piaget
Week 10:	Cognitive/linguistic dev. II: Vygotsky Cognitive/linguistic dev. III: Appropriate assessment Critics of adolescent developmental theory Conclusion/review

Unit 5 – Differences in Development and Special Needs (3 weeks/9 hours)

Focus is on learning differences. The role of the school and the instructor in managing and accommodating learning difference in classroom practice is considered. Perspectives on national educational policy in Pakistan on accommodating diverse developmental needs are explored.

Week 11:	Differences in student learning styles <u>Alternative sessions:</u> Understanding differences in light of Child development across the elementary and middle school years or Gardner's multiple intelligences theory and special needs students Critique of Gardner's theory Scaffolding different learning styles
Week 12:	Recognizing disability and learning disorders I - emotional and behavioural Recognizing disability and learning disorders II - language, physical and sensory Cognitive differences: Delays and giftedness
Week 13:	Addressing special needs in the classroom The perspective of national policy Unit reflection and review

Unit 6 – The Influence of Society and Culture on Child Development (3 weeks/9 hours)

Child development is influenced by families, society, schools, and teachers influence child development. Students will reflect on major concepts of child development and their implications for teaching and learning. The role of the teacher will be considered.

Week 14:	The family in child socialization Partnering with families Role of community and society
Week 15:	Inclusion and gender balance The school and learning environment Role of the teacher in child development
Week 16:	Teacher's influence on student motivation Schools, families and communities as partners in child development Reflection and review

1. Nakagawa, J. (Ed.). (2006). *Managing development: Globalization, economic restructuring and social policy*. New York: Routledge.

Suggested Readings

1. Howes, C. (2012). *Culture and child development in early childhood programs: Practices for quality education and care*. New York: Teachers College Press.
2. UNICEF (2015). *Early childhood development KIT*. New York: UNICEF House. Retrieved from https://www.unicef.org/videoaudio/PDFs/Activity_Guide_EnglishFINAL.pdf

Course Description

This course has three components containing both readings and related activities: The first component is about fables—that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa‘di. The third component is on the world’s largest epic—the Shāhnāma (Book of Kings) of another literary giant, Firdausi. Through this course students will be able to understand the historical background of classic traditions of writers.

Course Objectives

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

1. Identify the key themes and moral lessons conveyed in the fables studied, including "The Lion and the Bull," "The Ring-dove," and "The Owls and the Crows."
2. Analyze and interpret selected poems from Bāng-i Darā, exploring the literary techniques employed by the author and understanding the underlying messages or emotions conveyed.
3. Examine Gulistān-e Sa‘di and analyze the selected Hikāyāt (stories) within the text, recognizing the cultural and moral significance conveyed through the narrative.
4. Understand the historical context and cultural importance of the Shāhnāma of Firdausi, the world's largest epic, and identify key characters, events, and themes within the epic.
5. Compare and contrast the stylistic elements, themes, and messages across the different components of the course, including fables, selected poems from Bāng-i Darā, Gulistān-e Sa‘di, and the Shāhnāma of Firdausi.

Course Outline

1. Fable
 - 1.1 The Lion and the Bull
 - 1.2 The Ring-dove
 - 1.3 The Owls and the Crows.
2. Selected Poems from Bāng-i Darā
2. Gulistān-e Sa‘di
 - 2.1 Selected Hikāyāt from Gulistan-e Sa‘di
3. The Shāhnāma of Firdausi

Recommended Readings

1. Thackston, W.(2000).A Millennium of Classical Persian Poetry Maryland: Ibex Publishers.
2. John T. Platts,(1876), *The Gulistan; or, Rose Garden of Shaikh Muslihu‘d- Dīn Sa‘dī of Shīrāz* (London: Wm. II. Allen.
3. Chishtī, Y (1991) *Sharaḥ-i bāng-i darā* (Lāhaur: Maktaba-i ta‘mīr-i insāniyat)

Course Description

This course will introduce students to the study of the modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including economics, politics, anthropology, psychology and sociology, and learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits. Students will explore various social phenomena, examine theoretical frameworks, and analyze historical and contemporary contexts to develop a comprehensive understanding of the social world we inhabit. The course begins by exploring the concept of modernity and its relationship with social science. Therefore, students will investigate the key features of modern societies, such as rapid urbanization, industrialization, and globalization, and how they have transformed the social landscape.

Course Objectives

1. Understand the concept of modernity and its relationship with social science.
2. Identify the key features and characteristics of modern societies.
3. Recognize the impact of modernity on social structures and institutions.
4. Explain the concepts of class, gender, ethnicity, caste, and nation.
5. Understand how socialization processes shape human behavior and decision-making.
6. Understand the characteristics and functions of the modern state.
7. Examine the historical development and impact of colonialism on modern states.
8. Explore the concept of nationhood and its construction.

Course Outline

1. Social Science and Modernity
2. Major social phenomena in the modern world that we seek to explain: class, gender, ethnicity, caste, and nation.
3. How do various social science/humanities explain societal structures (socialization) and human behavior (choices & action)
4. The Modern State and Colonialism
5. Nations as Constructed Entities
6. Theorizing state in Pakistan and beyond
7. Defining 'the economy'. What exactly is the modern economy? We explore how the Economists have answered this question.
8. Economic Sociology - putting the social back into the economic. We look at how sociologists have studied the economy and contrast this with what we learned from the week before
9. Understanding Structure and Agency
10. Ideology and Subjectivity
11. Who Counts as a 'Self'? Liberalism and the Problem of Non-Persons
12. On Knowledge/Power
13. Colonial Histories and their Present
14. Alternative Ways of Knowing

ASSESSMENT:

Following is the assessment criteria:

Formative Assessments (25%) and summative assessments (75%) will both be employed. Formative assessments include a two page, take-home fortnightly review of compulsory class readings (10%); group debates (10%); and overall class participation (5%). Summative assessments include a mid-term

examination to be conducted in the 8th week of the semester (25%); and a final examination at the end of the course (50%).

Cheating and Plagiarism:

It is expected that all assignments represent original work not previously or simultaneously handed in for credit in another course. Cheating, plagiarism, or any other violations of the honour code will be dealt with seriously.

Recommended Texts:

1. Tuhiwai Smith, L. (1999) *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books. Introduction, Chapters 1 and 2.
2. Tuhiwai Smith, L. (1999) *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books. Chapters 7, 8 and 9.
3. Foucault, Michel. (1980), *POWER/KNOWLEDGE: Selected Interviews and Other Writings 1972-1977* (Ed. Colin Gordon), New York: Pantheon. Chapters 6 and 10.
4. Losurdo, Domenico (2011), *Liberalism: A Counter-History*, London: Verso. CV. Chapters 1, 2 and 10.
5. O'Connell Davidson, J. (2013), *Modern Slavery: The Margins of Freedom*, Basingstoke: Palgrave. Chapters 1 and 7.
6. Eagleton, Terry (1991), *what is Ideology?* London: Verso Books. Introduction and Chapter 1.
7. Howarth, David. (2013), *Poststructuralism and After: Structure, Agency and Power*, Basingstoke: Palgrave. Introduction and Chapter 7.
8. Howarth, David. (2013), *Poststructuralism and After: Structure, Agency and Power*, Basingstoke: Palgrave, 2013. Chapters 4 and 5.

Suggested Readings

1. Elaine M. Power (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts, *Journal for the Study of Food and Society*, 3:1, 48-52.
2. Hunt, E.K., 2002, *History of Economic Thought: A Critical Perspective*, M.E. Sharpe, New York, Chapter 1, pp. 3-8 [Very brief section introducing modern economic thinking on capitalism].
3. Zaidi, S. A. (2015) *Issues in Pakistan's Economy: A Political Economy Perspective*. Oxford University Press. Chapter 26
4. Alavi, H. (1989) 'Nationhood and the Nationalities in Pakistan', *Economic and Political Weekly*, 24(27), pp. 1527-1534.

Course Description

Since ancient times, numbers, quantification, and mathematics has played a central role in scientific and technological development. In the 21st century Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Course Objectives

- Students will be introduced to the above concepts and they will be prepared to apply these concepts to analyze and interpret information in different walks of life.
- Students will get familiarized with the importance of quantitative reasoning skills in the modern age.
- This course will improve their ability to deal with scenarios involving numbers related issues in a logical manner.
- It will provide students an opportunity to appreciate the intellectual beauty of quantitative reasoning skills.
- It will prepare students to apply the quantitative reasoning skills in solving quantitative problems which they will experience in their practical lives.

Student Learning Outcomes:

After completing this course successfully, students will be able to:

1. create and develop quantitative reasoning skills and apply to daily life challenges involving social and economic issues.
2. apply the learned principles of quantitative reasoning skills in other disciplines.
3. acquire and use the quantitative reasoning skills in different disciplines.
4. make decisions in a logical manner.
5. apply geometrical models to solve real life problems.
6. apply the quantitative reasoning skills in any real-world situation.

Weekly Breakdown

Week No.	Time (weeks)	Module Name	Topics
Week 01	1	Exploring importance of quantitative reasoning skills	<ul style="list-style-type: none"> • What is quantitative reasoning? • Overview of history of mathematics and contributions of Muslim scholars. • Different types of standard numbers and their role in practical life scenarios.
Week 2-3	2.5	Problem solving techniques	<ul style="list-style-type: none"> • Understanding relationship between parts and whole • Practical life scenarios involving parts & whole • Practical life scenarios involving units and rate • Unit analysis as a problem solving tool.

Week 4-6	2.5	Numbers & the Universe	<ul style="list-style-type: none"> • Understanding our World through numbers • Dealing with very big and small numbers & their applications • Understanding uncertainty and its applications
Week 7-10	3	Financial issues	<ul style="list-style-type: none"> • Stock exchange and economy • Money management (profit, loss, discount, zakat, simple interest, compound interest and taxation) • Money management in practical life scenarios like investments and federal budget
Week 11-12	2	Exploring expressions	<ul style="list-style-type: none"> • Practical scenarios involving expressions • Equating two expressions in one variable & using it to solve practical problems • Social and economic problems involving expressions
Week 13-14	2	Exploring beauty in	<ul style="list-style-type: none"> • Introduce geometrical objects through architecture and landscape
Week 15	1	Architecture & landscape	<ul style="list-style-type: none"> • Dealing with social and economic issues involving • geometrical objects
Week 16	1	Venn diagrams	<ul style="list-style-type: none"> • Practical scenarios involving sets and Venn diagrams • Venn diagrams and their applications in different disciplines.

TEXTBOOKS:

1. Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.
http://xn--webeducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using-Understanding-Mathematics_-A-Quantitative-Reasoning-Approach-Pearson-2015.pdf
2. Blitzer, R. (2014). Precalculus. (5th Edition). Pearson Education, Limited.
https://www.ilearnacademy.net/uploads/3/9/2/2/3922443/prec calculus_edition_5f.pdf
3. 1. J. Bennet and W. Briggs.(2015). Using and understanding mathematics: A Quantitative Reasoning Approach, 6th Edition.
http://xn--webeducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using-Understanding-Mathematics_-A-Quantitative-Reasoning-Approach-Pearson-2015.pdf

Reading Resources:

Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.

http://xn--webeducation-dbb.com/wp-content/uploads/2019/09/Jeffrey-Bennett-William-Briggs-Using-Understanding-Mathematics_-A-Quantitative-Reasoning-Approach-Pearson-2015.pdf

1. Using and understanding mathematics, 6th edition by Jeffrey Bennet and William Briggs,

published by Pearson USA.

2. Mathematical thinking and reasoning 2008 by Aufmann, Lockwood, Nation & Clegg published by Houghton Mifflin Company USA.
3. Precalculus by Robert Blitzer 5th edition published by Pearson USA.
4. Precalculus Graphical, Numerical, Algebraic 8th edition by Franklin D. Demana, Bert K. Waits, Gregory D. Foley & Daniel Kennedy published by Addison Wesley USA.
5. Precalculus Mathematics for Calculus, 6th edition by James Stewart, Lothar Redlin and Saleem Watson published by Brooks/Cole Cengage Learning USA.
6. GRE Math Review https://www.ets.org/s/gre/pdf/gre_math_review.pdf
7. [OpenAlgebra.com](https://openalgebra.com)
A free math study guide with notes and YouTube video tutorials.

- ت Beauty and power of mathematics <https://youtu.be/VIbjHIGMjQM>
- ت Types of numbers: <https://youtu.be/6YytojexiOg>
- ت Mathematics in daily life <https://youtu.be/VIbjHIGMjQM>
- ت Geometry through architecture <https://youtu.be/z2Fb0R2EYo4>
- ت Trigonometric ratios: <https://youtu.be/Jsiy4TxgIME>
- ت Inverse trigonometric functions: <https://youtu.be/JGU74wbZMLg>
- ت Solving word problems involving linear equations: <https://youtu.be/DfbQjiSooOo>

مطالعہ سیرت النبی صلی اللہ علیہ وسلم

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرت طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بہشت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی نبی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلبہ ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلبہ کو محمد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالات زندگی
2	بہشت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بہشت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستان، ساسانی
3	بہشت نبوی	۱۔ کئی عہد میں دعوت اسلام
4	بہشت نبوی	۱۔ مدنی عہد میں دعوت اسلام
5	مخصائص النبی	آپ کی بطور پیغمبر امن
6	مخصائص النبی	بہشت استاد و معلم
7	مخصائص النبی	بہشت تاجر
8	مخصائص النبی	بہشت سربراہ ریاست
9	مخصائص النبی	ذاتی محاسن اور عالمگیر اثرات

10	مخاصس النبى	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غير مسلوں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ سیرت
15	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن ہشام	السیرۃ النبویہ
2	مولانا شکی نعمانی، حیدر سلیمان ندوی	سیرۃ قائمی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان منصور پوری	رحمۃ للعالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یسین مظہر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	الانسان کامل

حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	الرحیق المختوم
3	پیر محمد کرم شاہ اہل زہری	شیاد الہی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الشیخاوی العری	السیرۃ النبویۃ الصحیحۃ
5	مولانا سید ارفان دانا پوری	اصح السیر



Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> • To familiarize the students to keys and fundamentals of recitation of the holy Quran. • To develop the skill of the students of recitation the last revelation. • Students will learn the basic Arabic grammar in a practical way. • To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> • تیسواں پارہ - ناظرہ مع تجوید • بڑی عربی گرامر اسم اور اسکے منعلقات : اسم فاعل ، مفعول ، مفعول ، مبالغہ فعل اور اسکی اقسام : ماضی ، مضارع ، امر ، زہی حرف اور اسکی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفعل
Memorization:	تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)

Course Description:

Education system in a country cannot be isolated from the education system of other countries. Keeping in view the requirement of equivalence in global world, it is important to compare the education system of Pakistan with other developing and developed countries. Knowledge about education system of various countries assist policy maker to reflect on the education in the context of competition and excellence. It is, therefore, important that the teacher is aware of the objective, curricula, teacher education, admission criteria and staff recruitment requirement of the education system of developed and developing countries.

Course Outcomes:

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

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

Course Outline:

Unit 1 Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education
- 1.3 Methods of comparative education

Unit 2 Elements of Comparative Education (Both qualitative and quantitative dimensions)

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

Unit 3 Comparative View of Systems of Education in Pakistan

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

Unit 4 Comparative Education in Developed Countries

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

Unit 5 Comparative Education in Developing Countries

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

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

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

Recommended Texts:

1. Arnove, R. F., & Torres, C. A. (Eds.). (2014). *Comparative Education: The Dialectic of the Global and the Local*. Rowman & Littlefield.
2. Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative Education Research: Approaches and Methods*. Springer.
3. DeJaeghere, J. G., & Kovačević, M. (Eds.). (2021). *Comparative and International Education: A Diversity of Voices*. Bloomsbury Academic.
4. Phillips, D., & Schweisfurth, M. (Eds.). (2014). *Comparative and International Education: An Introduction to Theory, Method, and Practice*. Bloomsbury Academic.
5. Sadler, M. (2013). *International Perspectives on Education*. Continuum.

Suggested Readings:

1. Arnove, R. F., & Franz, S. R. (Eds.). (2018). *Comparative Education: The Construction of a Field*. Symposium Books.
2. Crossley, M., & Watson, K. (Eds.). (2003). *Comparative and International Research in Education: Globalisation, Context, and Difference*. RoutledgeFalmer.
3. Heyneman, S. P., & Anderson, K. H. (Eds.). (2006). *The Impact of International Achievement Studies on National Education Policymaking*. Springer.
4. Meyer, J. W., & Benavot, A. (Eds.). (2013). *PISA, Power, and Policy: The Emergence of Global Educational Governance*. Symposium Books.
5. Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (Eds.). (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. International Association for the Evaluation of Educational Achievement.

This course is an introduction to teaching methods used in elementary schools. The content and structure of the course is based on two strong claims about learning. First, learning results from what the student already knows, thinks, and does and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students' progress through school they should learn to become their own teachers. That is, students should learn *how to learn* using their teachers as models. This course is an introduction to teaching methods used in elementary schools. Since you have been an elementary school student, you will recognize some of the methods but you know them from a student's perspective rather than a teacher's perspective. Teaching methods are often divided into two broad categories: teacher-centred methods (also called Direct Instruction) and learner-centred methods (also called Indirect Instruction or Inquiry Learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. He or she would choose, from among these, the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

Teaching methods refer to the strategies, approaches, and techniques employed by educators to facilitate learning and engage students in the educational process. There are various teaching methods available, and different approaches work better for different subjects, age groups, and learning styles. Some commonly used teaching methods may be categorized as teacher centered or traditional methodologies which have emerged mostly from behavioral psychological theories, like Lecture or demonstration methods. While the other domain is student which emerged from cognitive or constructivist theories of learning, like Discussion, Cooperative learning, Inquiry-based learning, Problem-based learning, Project-based learning or Experiential learning.

Effective teaching methods often combine multiple approaches, employing a mix of strategies based on the specific learning objectives, student needs, and subject matter. Skilled educators continually adapt their teaching methods to create an engaging and inclusive learning environment.

Studying teaching methods as a course provides aspiring teachers with the knowledge and skills necessary to become effective educators.

The purposes of studying teaching methods:

- I. Pedagogical Knowledge: Learning about different teaching methods exposes future teachers to a range of instructional approaches and strategies. This knowledge helps them understand the theoretical foundations behind various methods and how they can be applied in different educational settings.
- II. Instructional Design: Studying teaching methods equips teachers with the skills to design effective instructional plans and lessons. They learn how to align learning objectives with appropriate teaching methods, select and develop appropriate learning materials, and create engaging learning experiences for students.
- III. Differentiation: Understanding teaching methods enables teachers to differentiate instruction to meet the diverse needs of their students. They learn how to adapt and modify teaching strategies to accommodate different learning styles, abilities, and backgrounds.
- IV. Classroom Management: Effective teaching methods encompass classroom management techniques. Aspiring teachers learn how to create a positive and inclusive learning

environment, establish rules and routines, manage student behavior, and foster a conducive atmosphere for learning.

- V. Student Engagement: The study of teaching methods helps teachers explore strategies to engage students actively in the learning process. They learn how to use interactive activities, discussions, and technology tools to promote student participation, critical thinking, and problem-solving skills.
- VI. Assessment and Evaluation: Teachers need to assess student learning and provide feedback. Studying teaching methods equips them with knowledge on different assessment techniques, such as formative and summative assessments, rubrics, portfolios, and performance-based assessments. They learn how to align assessments with learning objectives and use the results to inform instruction.

COURSE OUTCOMES

- A personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in this course.
- An argument paper that presents the pros and cons of teacher-centered and learner- centered teaching methods and states your position as a teacher
- Participation in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates
- Conducive Classroom Management by adopting effective teaching methods by creating a positive and inclusive learning environment, establish rules and routines, manage student behavior, and foster a conducive atmosphere for learning.
- Proper selection of Assessment and Evaluation tools by Prospective teachers to assess student learning and provide feedback. They may learn how to align assessments with learning objectives and use the results to inform instruction.

COURSE OUTLINE

Unit 1 Teaching and Learning in School (2 weeks/6 hours)

You have been in school for at least 12 years. If you are like other prospective teachers, you probably have a personal theory about teaching and learning that was formed by your experience in school as a student. You may not be aware of all of these thoughts and beliefs but some of them may interfere with learning to teach. In this unit you will examine and write in your journal about your existing theory about teaching and learning so you become fully aware of it. Then

you will compare your personal theory about teaching with other perspectives on effective teaching. You may want to modify your theories. You will also learn how to observe teachers and students at work in classrooms.

Week	Topics	Sub Topics
1	Importance of effective teaching methods and Theoretical foundations	Importance of effective teaching methods Overview of different approaches to teaching Pedagogical Theories and Foundations

2	Understanding how students learn Cognitive and socio-cultural factors in teaching	Behaviorism, constructivism, and other learning theories Understanding how students learn Cognitive and socio-cultural factors in teaching
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Unit 2 Deciding Proper Method in ever changing world of classroom(2 weeks/6 hours)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples Teaching Methods involve a few students at the most and occur in the setting where the learning is used. (For example, young children learn about collecting water with their mother at a stream or well, or a child learns a new game from a group of friends in a playground.)

Classroom teaching is a special instance of teaching. First, the group is large and diverse creating management challenges for the teacher. Second, learning takes place in an unnatural environment creating motivation and attention problems for the students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work. The purpose of this unit is to introduce you, a prospective classroom teacher, to the complex environment in school classrooms

Week	Topics	Sub Topics
3	What is the scope	Understanding Models of teaching The difference in teaching Methods, Instructional Strategies and techniques And knowing how to align them
4	Managing Complexity	<ul style="list-style-type: none"> ت Learn names, interests, & learning strengths fast ت Establish rules and routines ت Group students ت Organize books and other materials for easy access ت Create pairs of students to help each other

Unit Three: Teacher-centred and Student-centred methods (2 weeks/6 hours)

These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other when they may be seen as complementary. Teacher-centred, Direct Instruction is used to help students acquire knowledge and skills. Student centred, Indirect Instruction (Inquiry/Problem Solving) is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the methods derive from different theories about learning and employ different practices. The Unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students.

Week	Topics	Sub Topics
5	Key Concepts	<ul style="list-style-type: none"> ت Distinction between lower and higher order learning ت Outcomes from lower order learning ت Outcomes from higher order learning
		<ul style="list-style-type: none"> ت Instructional activities that enable lower order learning ت Instructional activities that enable higher order learning ت Direct Instruction: a method to enable lower order learning ت Inquiry Learning: a method to enable higher order learning ت Different roles for teachers and students
6	Model Lessons	<ul style="list-style-type: none"> ت Template for Direct Instruction lessons ت Sample lessons ت Template for Inquiry/Problem Solving lessons ت Sample lesson ت Inquiry, Problem Solving, Project: same or different? ت Choice: Teacher –centred or Learner- centred? Or both?

Unit Four: Lecture, Demonstration, Discussion, Questions, and Cooperative Learning (3 weeks 9 hours)

As the previous unit illustrates, the method or practice that a teacher chooses depends on the goal s/he intends to achieve with a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: whole class; small groups; pairs; or as individuals. A teacher’s decision about grouping is usually determined by a lesson’s goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will

probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This Unit has ambitious goals and complicated logistics. Each of you will be assigned to one of six cooperative learning groups. Each group’s task is to create a 15 minute lesson using one of the methods in the Unit title (lecture, demonstration, or discussion) for a total of six lessons (two for each method). All six lessons will include questions. One person from each of the six

groups will teach the lesson to the rest of the class during the third week of the Unit (week nine of the course). Three class sessions will be devoted to the lessons the (2 lessons per day) leaving 15 minutes day for discussion of the lessons and 15 minutes for continued study of questioning strategies. There are handouts for this unit that facilitate the work of the Cooperative Learning groups. Persons who will teach the lesson from each group will be selected by drawing one name from an envelope that contains names of everyone in the group at the beginning of class on the day of the lesson.

Week	Topics	Sub Topics
7	Cooperative Learning	<ul style="list-style-type: none"> ت Peer teaching practice ت Rationale for Cooperative Learning ت Different models of Cooperative Learning ت Cooperative Learning procedures ت Incentive structure of Cooperative Learning ت Limitations of Cooperative Learning ت Checklists as assessment devices
8	Lecture, Demonstration, and Discussion	<ul style="list-style-type: none"> ت Reasons to lecture ت Structure of a lecture ت Active lectures ت Structure of a demonstration ت Characteristics of good discussion ت Purposes of questions ت Questions in lecture, demonstration and discussion ت Wait time
9	Asking questions	<ul style="list-style-type: none"> ت Open and closed questions ت Lessons taught in class

Unit Five: Teacher-Student and Student-Student Interactions that support learning in the Classroom (2 weeks; 6 hours)

Students are expected to sit for long periods of time and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees so that s/he knows what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning.

Week	Topics	Sub Topics
10	Constructive Interactions Between Teacher and Students	<ul style="list-style-type: none"> ت Respect ت Credibility ت Fairness (justice) ت Trust ت Interest ت Enthusiasm ت Adaptive teaching
11	Constructive Interactions Between Students	<ul style="list-style-type: none"> ت Cooperative working relationships are central ت Examples of cooperative working relationships ت Feelings are the foundation of thought ت Importance of trust and confidence

Unit Six: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials (4 weeks; 12 hours)

Lesson planning is an essential part of effective teaching. It involves designing a detailed outline of what will be taught during a specific instructional period. A well-structured lesson plan helps

teachers organize their thoughts, ensure coherence and alignment with learning objectives, and create engaging and meaningful learning experiences for students. Here are some key components typically included in a lesson plan:

It starts with clearly stated the title of the lesson and provide a brief overview of the content and purpose. It should include Learning Objectives, activation of Previous knowledge, list of materials, resources, and equipment needed for the lesson, Composition of content with suitable strategies and activities and plan for summarizing and reinforce key points covered in the lesson. A good lesson plan also has the room for the personal reflections and notes on what worked well and areas for improvement. Reflect on student engagement, understanding, and any necessary adjustments for future instruction.

Week	Topics	Sub Topics
12	Sources of Knowledge for Designing Lessons	<ul style="list-style-type: none"> ت Learning principles ت Pakistan's elementary school curriculum ت Definitions of standards, goals, and objectives ت Examples of standards, goals, and objectives ت Bloom's Taxonomy of Educational Goals and Objectives
13	Assessment	<ul style="list-style-type: none"> ت Definition of assessment in schools ت Personal experience with assessment ت Assessment practices in schools in Pakistan ت Purposes of assessment ت Distinction between formative and summative assessment ت Examples of formative assessment
14	Instructional Materials	<ul style="list-style-type: none"> ت Sources of instructional materials, including textbooks, in Pakistan ت School budgets for instructional materials ت Lo/no cost materials as a supplement to or substitute for materials provided by the government ت Examples of materials created from local resources by
15	Review and Synthesis	<ul style="list-style-type: none"> ت Review of teaching methods and instructional and learning principles ت Review of students' current personal theories of teaching and learning ت Search for synthesis ت Complete instructional design project (lesson plan)

Unit Seven: Self-Regulated Learning (1 week 3 hours)

You know that learning is not confined to about mental actions that you will teach your students. students.

Week	Topics	Sub Topics
16	Self-Regulated Learning	<ul style="list-style-type: none"> ت Becoming your own teacher ت Parents and teachers attitudes toward self-regulated learning ت Interdependence between learning and motivation ت Intrinsic and extrinsic motivation ت Mastery learning goals and performance learning goals

Recommended Texts

1. Boekarts, M. (2018). *Motivation to learn*. Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>
2. Rosenshine, B. (2016). *Principles of instruction*. Geneva: Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>

Suggested Readings

1. Vosniadou, S. (2015). *How children learn*. Geneva: International Bureau of Education. Retrieve from <http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html>
2. Feden, P. D. and Vogel, R. M. (2003). *Methods of teaching*. Boston: Mc-Graw Hill.

COURSE DESCRIPTION

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include various factors that affect the process of curriculum development and implementation. Students will be provided exposure to various curriculum development models and theories to enhance their understanding. The career and technical and technical curriculum focus not only on the educational process but also on the tangible results of that process. This course focuses on curriculum within the context of career and technical education. This course also focuses primarily on content and areas related to it. It encompasses the macro or broadly-based activities that impact on a wide range of programs, courses, and student experiences. This course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan

COURSE OUTCOMES

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

- تت Elaborate the concept of curriculum
- تت Explain the Process of curriculum development in Pakistan
- تت Examine the components of curriculum development
- تت Differentiate between different types of curriculum
- تت Write curriculum objectives in behavioral terms
- تت State the critical issues, problems and trends in curriculum

COURSE OUTLINE**Unit 1 Introduction to Curriculum**

- 1.1. The definition of Curriculum
- 1.2. Various forms of Curriculum
- 1.3. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
- 1.4. Learning experiences and assessment of students learning

Unit 2 Foundations of Curriculum

- 2.1. Philosophical
- 2.2. Psychological
- 2.3. Sociological

Unit 3 Curriculum: Aims, Goals and Objectives

- 3.1. Distinction between aims, goals & objectives
- 3.2. Taxonomies of educational objectives
 - a) Cognitive domain
 - b) Affective domain
 - c) Psychomotor domain
 - d) Solo Taxonomy of educational objectives

Unit 4 Models of Curriculum

- 4.1. Tyler Model
- 4.2. Wheeler Model
- 4.3. Dynamic Model
- 4.4. Skel Beck Model

Unit 5 Designs of Curriculum

- 5.1. Subject-based
- 5.2. Activity-based

Unit 6 Process of Curriculum Development in Pakistan

- 6.1. Curriculum development at elementary and secondary level
- 6.2. Role of teacher in curriculum development process at various levels

Unit 7 Curriculum Change

- 7.1. Process of Curriculum Change
- 7.2. Various issues in Curriculum change

Recommended Texts

1. Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide*. New York: Routledge
2. Oliva, P.F. (2015). *Developing the curriculum. (4th ed.)*. New York: Longman.

Suggested Readings

1. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum leadership: Readings for developing quality educational programs*. Upper Saddle River, NJ: Pearson Prentice Hall.
2. Kelley A.V (2014). *The curriculum: theory and practice*. London: Paul Chapman.

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Contents

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and freewriting
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Contents

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

Course Description:

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Outline:

- **Ideology of Pakistan**
 - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
 - Two Nation Theory and Factors leading to Muslim separatism.
- **Constitutional Developments**
 - Salient Feature of the Government of India Act 1935
 - Salient Feature of Indian Independence Act 1947
 - Objectives Resolution
 - Salient Feature of the 1956 Constitution
 - Developments leading to the abrogation of Constitution of 1956
 - Salient features of the 1962 Constitution
 - Causes of failure of the Constitution of 1962
 - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
- **Fundamental rights**
- **Principles of policy**
- **Federation of Pakistan**
 - President
 - Parliament
 - The Federal Government
- **Provinces**
 - Governors
 - Provincial Assemblies
 - The Provincial Government
- **The Judiciary**
 - Supreme Court
 - High Courts
 - Federal Shariat Courts
 - Supreme Judicial Council
 - Administrative Courts and tribunals
- **Islamic Provisions in Constitution**
- **Significant Amendments of Constitution of Pakistan 1973**

Recommended Books:

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.

3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

COURSE DESCRIPTION

The purpose of this course is to develop learner's insight. Its unique approach helps student teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology. The main purpose of the course is to make students aware of how to bridge the gap between theory and practice. In other words, how they can use various concepts of educational psychology to improve their learning and teaching skills. The student teachers will be introduced with major theories of intelligence, personality, motivation, memory, thinking and instruction. They will also be trained in how these theories can be applied in the classroom teaching. Understanding the psychological basis of these theories will help them to manage classroom in a way that promotes learning and minimizes disruptions. It provides the study of learners and learning contexts both within and beyond traditional classrooms and evaluates ways in which factors such as age, culture, gender, and physical and social environments influence human learning.

COURSE OUTCOMES

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

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

COURSE OUTLINE**Unit 1 Introduction to psychology**

- 1.1. Schools of thoughts
- 1.2. Structuralism
- 1.3. Functionalism
- 1.4. Behaviorism
- 1.5. Nature and function of educational Psychology
- 1.6. Four way teaching agenda of educational psychology

Unit 2 Fundamentals of Human Development

- 2.1. Overview of Growth and Development
- 2.2. General nature of growth and Development
- 2.3. Factors influencing Child Development

Unit 3 Learning

- 3.1. Definition of learning
- 3.2. Learning theories
- 3.3. Learning Process

Unit 4 Information Processing

- 4.1. What is Memory?
- 4.2. Parts of memory
- 4.3. What is forgetting?
- 4.4. Methods to improve memory

Unit 5 Intelligence

- 5.1. Concept of intelligence
- 5.2. Theories of intelligence
- 5.3. Individual difference
- 5.4. Intelligence Testing

Unit 6 Measurement and evaluation in educational Psychology

- 6.1. Test
- 6.2. Characteristics of Test
- 6.3. Reliability
- 6.4. Validity
- 6.5. Items Analysis

Recommended Texts

1. Ormrod, Jeane, (2019) *Educational psychology: Developing learner*. Upper Saddle River, NJ: Pearson.
2. Santrock, J. W. (2018). *Educational psychology*. Boston: McGraw –Hill.

Suggested Readings

1. Iqbal, M. Z., & Shahid, S. M. (2016). *Educational psychology & guidance*. Islamabad: AIOU.
2. Woolfolk, A. (2015). *Educational psychology, sixth canadian edition*. Upper Saddle River, NJ: Pearson Education.
3. Rashid, M. (comp.) (2016). *Allied material of educational guidance and counseling*. Islamabad: AIOU.

Course Description

This course will provide an overview of inclusion principles, policies and philosophies underpinning inclusion. A variety of models of schooling for students with a disability will be discussed, as well as approaches to teaching these students in mainstream schools' setting. The focus will be on effective teaching practice, adapting curriculum, and resources to support inclusion. The role of teachers in successful inclusion will be highlighted. The overall purpose of this course is to prepare teachers for an inclusive society free from discrimination, injustice, hate and oppression in order to bring peace and harmony.

Course Objectives

On completion of this course, the student-teachers will be able to:

1. Rationalize inclusion to accommodate human diversity
2. Relate inclusion to all aspects of life and service delivery
3. Appreciate potential challenges and opportunities in inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion
6. Align inclusion philosophy with socio-political realities.

Course Outline

1. Introduction to Inclusive Education
 - 1.1 Understanding inclusive education: meaning and definition
 - 1.2 Benefits of inclusion
 - 1.3 Difference between special, integrated and inclusive education
 - 1.4 Sociological foundations of inclusive education
 - 1.5 Barriers to Inclusion: systemic barriers, societal barriers and pedagogical barriers
2. Reaching the Outreached
 - 2.1 Fundamentals of inclusive school
 - 2.2 Strategies for making schools inclusive
 - 2.3 Need for differentiation in curriculum and assessment
 - 2.4 Classroom management and teaching strategies – cooperative learning and peer tutoring
 - 2.5 Physical accessibility of schools and Universal Design of Learning
3. Children with Disabilities in Regular Classroom
 - 3.1 Identifying the basis of human human diversity
 - 3.2 Educational approaches to address human diversity
 - 3.3 Curriculum and Instructional Adaptations
 - 3.4 Adaptations in educational assessment to accommodate disabilities
 - 3.5 Use of technology, teaching learning material and educational aids
4. Networking for Inclusive Education
 - 4.1 Developing collaboration with family and other caregivers
 - 4.2 Developing Collaboration within school community
 - 4.3 Collaborative teaching and team work
 - 4.4 Mobilizing support from voluntary organizations, community, special school, health care professional and local bodies
 - 4.5 Understanding the role of BRCs, CRCs and school management committees
5. National and International Movements for Inclusive Education
 - 5.1 Convention on the Rights of Persons with Disabilities and other UN Initiatives
 - 5.2 Islamabad and Lahore Declarations on Inclusive Education in 2003, 2005 and 2015

- 5.3 Role of NGOs in promoting inclusive education
- 5.4 Punjab Inclusive projects 2015 and provincial govt. initiative
- 5.5 Financial planning and fund raising for inclusive education

Recommended Readings

1. Bradley, D. F. (1997). *Teaching Students in Inclusive Setting from theory to Practice*. Boston: Allyn& Bacon.
2. Friend, M. & Bursuck, W. D. (2012). *Including Students with Special Needs: A Practical Guide for Classroom Teachers* 6th ed.. Boston: Pearson.
3. Friends, M., Bursuck, W. and Hutchinson, N. (1998) *Including exceptional students: a practical guide for classroom teachers* . Ontario: Allyn and Bacon
4. Ministry of Social Welfare and Special Education (2005). *Islamabad Declaration*. Retrieved from www.idp-europe.org/docs/islamabadDeclaration.pdf on July 28, 2016
5. UN General Assembly, *Convention on the Rights of Persons with Disabilities : resolution / adopted by the General Assembly*, 24 January 2007, A/RES/61/106, available at: <http://www.refworld.org/docid/45f973632.html> [accessed 29 July 2016]
6. University of Management and Technology (2015). *Lahore declaration on inclusive education 2015*. Department of Special Needs Education
7. Waldon, K.A. (1996) *Introduction to Special Education : the inclusive classroom*. Albany : Delmar.
8. Westwood, P. (2007). *Commonsense Methods for Children with Special Educational Needs* 5th- ed. London: Routledge
9. Winkelstern, J. A. & Jongasma, A. E. Jr. (2001). *The Special Education Treatment Planner*. New York: John Wiley & Sons,

COURSE DESCRIPTION

The emphasis in this course is on interactions between instruction, assessment, and learning. Assessment plays a vital role promoting educational activities. Same is the case with educational measurement and evaluation of students' achievement and progress. It is an essential part of teaching learning process and without it all educational process is meaningless. It is because without doing this we cannot judge the degree or extent to which we have been successful in teaching learning process. This course is intended to introduce students with various techniques, instruments, and approaches to measure and evaluate students' achievement in classroom. The goal of the course is to persuade you that integrating assessment activities into lesson plans improves learning. You will practice writing assessment criteria and assessment methods into lesson plans. You will study and critique links between assessment and instruction. This will enable the students to know how to develop relevant educational assessment, describe fundamental aspects on the quality of assessment procedures, evaluate tests and items using statistical and qualitative methods, incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures and use the results of standardized tests to help make decisions about students and educational systems.

COURSE OUTCOMES

After completing this course, you will be able to:

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

TEACHING AND LEARNING FRAMEWORK

This course introduces prospective elementary school teachers to two complex practices that characterize effective teaching: 1) constructing a test, using it, scoring it, interpreting the scores, and providing feedback to students: and 2) integrating assessment into lesson plans through establishing criteria for judging if learning objectives have been attained and selecting appropriate assessment tools.

Notions of Assessments are learned through practice, coaching, feedback and reflection in a classroom. Since these are complex teaching practices, rather than expecting you, the student teacher, to practice the finished act you will practice component parts which can be integrated as you achieve proficiency. You will have models to guide you and access to cued practice. Most of this practice can take place in college and university classrooms with peers providing feedback to each other. The learning framework for the course is guided practice and reflection.

COURSE OUTLINE**UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT (3 weeks, 9 hours)**

The Unit will begin with begin by pushing you to explore your personal experiences with assessment as a way to orienting you to the broader forms and functions of assessment as a tool that measures, and also facilitates, learning. You will review research that explains the positive role of teacher feedback on learning

and also look at assessment in the light of broader curriculum. In exploring concepts of assessment, you will learn how tests may be used formatively or summatively and how they may be checked for reliability and validity. Finally, you will evaluate how a culture of testing differs from a culture of authentic assessment and all that this entails.

By the end of this unit you can expect to:

- تت Know what research reveals about teacher feedback before, during and after assessment.
- تت Differentiate between the formative and summative uses of assessment.
- تت Understand the concepts of validity and reliability as they apply to assessments conducted in the classroom.
- تت Compare and contrast a culture of testing versus a culture of assessment

Week 1: Overview of course and ideas

Session 1 and 2

- تت Overview of course
- تت Revisit Assessment practices in schools in Pakistan
- تت Personal experience with tests in school
- تت The distinction between assessment *of* learning and assessment *for* learning

Session 3

- تت Review of research on the positive effects of continuous assessment
- تت Possible causes of those effects: motivation; feelings toward self; improved instruction
- تت Review of research on the effects of a teacher's feedback on learning

Week 2: Assessment concepts and underpinnings

Session 1

- تت Curriculum: goals, objectives, standards, targets
- تت Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

Session 2

- تت Formative and summative Assessments
- تت Distinguishing between the two through real examples

Session 3

- تت Assessments concepts: The relationship between reliability and validity

Week 3: Cultures of testing and assessment

Session 1

- تت Shift from a culture of testing in schools to a culture of assessment

Session 2

- تت Assessment practices and policies in elementary schools in Pakistan

Session 3

- تت How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING (5 Weeks/ 15 hours)

This unit will give you the chance to develop a valid and reliable test based on 4 to 6 lesson units in a subject of their choice. You will work with peers, either in pairs or triads, developing lessons that incorporate assessment. These assessment tasks can be a combination of Selected-Response items (multiple choice, true-

false and matching) and Constructed-Response items (completion and short-answer). The test will have to be balanced not only among these types of test items but also across the mental demands of knowing, understanding and reasoning. You will have a chance to practice each step in test construction, using models to guide you (a model learning unit, model table of test specifications, and model test).

By the end of this unit, you will be able to:

- تت Describe both objective and subjective item types used in assessment.
- تت Write Selected-Response and Constructed-Response test items following the rules and produce good examples of those test items.
- تت Prepare a test specification table showing proportional representation among content topics and among different mental demands.
- تت Prove that test items map onto lesson objectives.
- تت Compile items into a test in accordance with the distribution on the table of test specifications.
- تت Write clear instructions for a test.

Week 4: Constructing the Unit upon which the test will be based

This week you will work with your partner(s) to construct the 4 to 6 lessons unit upon which your test will be based. Between Sessions 1 & 2 write the learning objectives for your content outline. Again, check the National Curriculum and textbook to be sure your objectives are consistent with these sources.

Session 1

- تت Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)
- تت Outline the content for your unit with your partner(s)
- تت Check your content outline with the National Curriculum content for your subject, topic and grade level

Session 2

- تت Write the first lesson for your unit with your partners

Session 3

- تت Groups exchange their unit, read each other's lessons and give feedback
- تت Write lessons 2 and 3 for your unit.

Week 5: Principles and rules for writing Selected-Response and Constructed-Response objective test questions

Session 1

- ت Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

Session 2

- ت Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

Session 3

- تت Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

Week 6: Assembling your test

Session 1

تWriting and constructing answers to sentence completion and short answer questions

Session 2

تWriting and constructing answers to true-false, alternate-choice and matching questions

Session 3

تWriting and constructing answers to multiple questions

تWriting directions for the test

Week 7: Assembling your test

Session 1

تBuilding a Table of Specifications I

Session 2

تFinishing a Table of Specifications II

Session 3

تChecking for balance in the coverage of learning objectives

تDetermining the length of the test

Week 8: Essays - One way to assess complex learning and achievement

Session 1

تForms and uses of essay questions

تRestricted-Response essay questions

تExtended-Response essay questions

Session 2

تScoring rubrics for Restricted and Extended-Response essays

Session 3

تAdvantages and limitations of essays

تSuggestions for constructing essays

Week 9: Making sense of the test items

By now you and you and your partner(s) will have gained enough experience on how to write a good test and connect it with SLO's. You can now analyze the type of test items that you see in textbooks for the same unit or a teacher made test.

Session 1

ت Item analysis of the test.

ت Report on the results of the item analysis

ت Decide which items to eliminate/improve.

Session 2 and 3

ت Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS (3 weeks, 9 hours)

You have been in school for 13 years, at least. During those years you were given feedback about your academic performance but you may not be fully aware of the influence that feedback had on your attitude and motivation toward learning and your feelings about yourself as a student. This unit will introduce you to the importance of feedback and the types of feedback that have the most positive effects on learning and motivation. Motivation has been included in two previous courses you have taken, i.e. *Methods of Teaching* and *Classroom Management*. This unit will reinforce what you already know about motivation while showing you the critical role that teacher feedback plays in this.

Feedback is a term that educators borrowed from biologists and electrical engineers. Used by teachers, feedback means giving information to a student in response to an action on the part of the student. You will learn in this unit there is more than one type of feedback. To be useful to a student, feedback must make him or her think.

In this unit you will work with partner(s) on the test you created in the previous unit, share it with a cooperating teacher in a school and with his/her support, administer it to a group of students. You will provide two or three rounds of feedback to students based on their performance in this test and evaluate the effects that your feedback had on their next performance.

Unit Outcomes

By the end of this unit you will:

- تت Know what makes feedback particularly effective.
- تت Be able to provide feedback that enables learning.
- تت Appreciate parents' need for information about their child's performance on tests and other assessments and give it to them effectively.

Week 10: Characteristics of effective and ineffective feedback

Session 1

- تت What is feedback?
- تت What are some ways in which teachers provide conscious and unconscious feedback to students?
How might these affect learning?
- تت Conclusions from research on feedback in the classroom

Session 2

- تت Characteristics of effective feedback
- تت Consequences for students from effective feedback on assessments
- تت Examples of effective feedback
- تت Characteristics of ineffective feedback
- تت Examples of ineffective feedback

Session 3

- تت Guidelines for writing effective feedback
- تت Ways to avoid ineffective feedback statements
- تت The role of feedback in increasing students' learning and confidence

Develop a mock conference with a student in which you provide feedback on his/her recent assignment. Peers will critique each others' feedback strategy.

Week 11: Sharing assessment results with others

Session 1

- تت How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home
- تت Develop a mock parent teacher conference, keeping cultural considerations in mind.
- تت Role-play various parent teacher conference scenarios

Session 2 and 3

Develop a mock teacher student session following points to be considered

- تت Sharing assessment results with students
- تت Integrate test performance with classroom performance.
- تت Develop some feedback statements that you would give students on their assignments

Week 12: Practice - Feedback to students and assessment results to parents

This week follows the practical administering of a test to students in a lab school. Bring the test results including transcripts of any oral or written feedback you provided.

Session 1

تHalf the class presents their feedback.

تMembers of the class critique the feedback presentations

Session 2

تThe other half of the class presents their feedback.

تMembers of the class critique the feedback presentations

Session 3

تFeedback Framework: Medal, Mission and Goals

تreview the feedback received in different courses against this framework

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS (4 weeks/12 hours) Teachers are assessing their students all the time but such assessment is often neither systematic nor recorded and the teacher may or may not remember what s/he learned about a particular student or a group of students. In this unit alternate forms of assessment will be discussed, you will receive information about the variety of assessment tasks that are available to you in addition to tests. At the end of the Unit you will review your understanding of assessment and how this course has helped you in constructing new knowledge regarding assessment. You will further enhance your knowledge of assessment testing and evaluation when you will study a second course in Year 3 of the 4 year B.Ed. Hons.

Week 13 Informal Performance Assessment

تAnecdotes in teacher journals.

تHomework

تWritten work produced in class

تInformal behavioral observation with check lists and rating scales

تClass discussions.

تAcademic Tasks (Running Oral Reading Records, for example)

Weeks 14 Restricted and Extended Performance Assessment

تEssays, Experiments, Projects, Demonstrations, Performances

تThe Best Apple: an example of a Restricted Performance Assessment

تThe Green Bean Race: an example of an Extended Performance

تRubrics

تLearning objectives for Performance Assessments

تStrengths and weaknesses of Performance Assessments

Weeks 15 Portfolios

تPurpose of Portfolio Assessment

تSupply content

تEvaluation of Structure

تEvaluation of Content

تIllustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Week 16 Review

تYou know more about assessment now than you knew 15 weeks ago when you had the discussion about a shift from a culture of testing in schools to a culture of assessment. Go back to that discussion now. Do you believe such a cultural shift can take place in classrooms in Pakistan?

How?

تت Though the topic was not covered in this course, there is some evidence that students earn higher scores on a test if they write test questions and answer them before taking the test prepared by the teacher. This is a good course in which to try this out. See if you can devise an assessment task for the course that you are taking and share it with your professor.

Course Assignments

Assignments will be listed on a separate handout. These assignments will count toward your grade.

Examples of assignments are:

تت Interviews with school officials about assessment practices at the district and provincial levels

تت Designing alternate assessments to those in students textbooks

تت An information sheet for parents explaining the difference between formative and summative assessment

تت Creation and administration of a test

تت Providing informative feedback to students on the test they have taken that you developed

تت Creating formative assessments for lessons in the unit you developed and used to create a summative assessment

Recommended Texts

1. Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2018). *Assessment for learning: Putting it into practice*. Berkshire, UK: Open University Press.

Suggested Readings

1. McMillan, J. H. (2016). *Classroom assessment: Principles and practice for effective standards-based instruction (5th Ed)*. Boston: Pearson.
2. Broich , G. and Kubiszun , T. (2003). *Education testing & measurement* . Singapore: John Wiley and Sons.
3. Miller, M.D., Linn, R.L., & Gronlund, N.E. (2015). *Measurement and assessment in teaching (10th Ed)*. Upper Saddle River, NJ: Pearson.
4. Arends, R. I. (2004). *Learning to teach*. Boston: McGraw Hill.

Content

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H., Urmas, P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes: broadscale consideration*. 1stEdition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Learning Objectives

1. To enhance the ‘entrepreneurial intentions’ of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg’s Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of “Small” Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students’ Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter’s five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site,

Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

Attracting Venture Capitalist: Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,

12. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

Course Description:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Learning outcomes

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:**Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law
- Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact

- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan

- Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). Regional context and Citizenship education in Asia and Europe. New York: Routledge, Falmer.
2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). Sociology. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). Civics Today: Citizenship, Economics, and Youth.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). Government by the People (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (2006). Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada. University of California Press.
5. Kuyek, J. (2007). Community Organizing: Theory and Practice. Fernwood Publishing.
6. DeKieffer, D. E. (2010). The Citizen's Guide to Lobbying Congress. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). Advocacy and Opposition: An Introduction to Argumentation (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets. ACTA Publications.
9. Patterson, T. E. (2005). Engaging the Public: How Government and the Media Can Reinvigorate American Democracy. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). Doing Democracy: Activist Art and Cultural Politics. SUNY Press.

Translation of the Holy Quran- II		URCG-5111	Non-Credit
Topic	Details		
Semester/Level	In some discipline 3 rd semester and in some discipline 4 th Semester/ ADP Program 2 nd Year		
Course Code	URCG-5111		
Course Title	Translation of the Holy Quran – II		
Credit Hours	Non-Credit		
Objectives	<ul style="list-style-type: none"> ▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner. 		

<p>Course Contents:</p>	<ul style="list-style-type: none"> ○ ایمانیات اور عبادات بلا پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان یوم آخرت پر ایمان، توبہ پر ایمان نماز روزہ، زکوٰۃ، حج، جہاد ○ معاشرے کے حقوق • خاندان کی تکوین • حق مہر • رضاعت و حمل • اولاد کو نفل کرنے کے ممانعت • شوہر کی نافرمانی • طالق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق • مہمان کی عزت • اجازت طلب کرنے کے اصول • مجلس کے آداب • نعلوں اور بہائی چارہ • گروہ بندی • محبت • لوگوں کے درمیان صلح • عفو و درگزر، غصہ پر قابو اور معاف کرنا • شہوب و نہایت • لوگوں کے بیچ اختلافات • حمایت و نگرانی
<p>Grammar:</p>	<ul style="list-style-type: none"> • قرآنی عربی گرامر کے اصول اور ازکے اطلاقات (مبنی قرآنی پر اطلاق سے)

	توضیحات)
<p>Details of Chapters and verse Numbers:</p>	<ul style="list-style-type: none"> ▪ جزئیات آیات مع ترجمه و تاجزید ▪ البقره ((۱۱۷، ۲۳۸، ۴۵، ۱۱۸، ۲۷۸، ۱۷۷، ۴۵، ۳۴۷، ۱۵۸، ۷۱۸، ۴۲۸، ۵۳، ۴۲۸، ۴۷، ۲۸۷، ۳۴۸، ۲۲، ۸۲، ۲۸۷، ۴۲۸، ۲۴۸، ۱۱۷، ۲۳۷، ۲۲۷، ۱۱۸، ۵۲۷، ۳۲۷، ۲۷۸، ۲۴۷، ۲۲۷، ۵۵۸، ۱۸۸، ۲۸۸، ۱۳۸، ۲۸۸، ۱۸۸، ۲۸۸، ۷۳۸، ۱۳۸، ۴۳۸، ۱۳۸، ۸۲، ۵۲۷، ۳۳۸، ۸۲۷، ۱۲۷، ۳۲) ▪ النساء (۴۲، ۸۲، ۲۴، ۲۳۷، ۲۲، ۱۲، ۳۷، ۲۲، ۱۲، ۲۳، ۲۱۷، ۸۷، ۴۳، ۲۸۷، ۵۳، ۷۷، ۵، ۲۱۷، ۵۸، ۴۸، ۷۷، ۷۷، ۲۸۷، ۷۲۷، ۴۳، ۱۸، ۴۳، ۷۲۷، ۲، ۷۲۷، ۷، ۱۸، ۷، ۲۷، ۲۵۷، ۲۵۴، ۲۸۷، ۷۲) ▪ النعام (۸۸، ۸۲، ۵۷، ۱۳۷، ۷۴۷، ۲۵، ۵۴) ▪ آل عمران (۱۲، ۲۳، ۴۲، ۴۸۷، ۵۲، ۵۵۷، ۲۷، ۷) ▪ المائدہ (۵۴، ۸، ۸۲، ۲۳، ۲۷، ۸۲، ۸) ▪ العراف (۴۳، ۲۲۷، ۲۲۷) ▪ الثوبہ (۱۸، ۲۷، ۷۱) ▪ ہود (۸۷) ▪ الزمر (۲) ▪ الزور (۵۴، ۸۴، ۲۸، ۱۸، ۱۲، ۲۸) ▪ محمد (۳۳) ▪ ازل (۸۲، ۱۸) ▪ الرعد (۳) ▪ الطالق (۵) ▪ الحج (۴) ▪ ابراهیم (۳۸، ۵۵) ▪ السراء (۵۸، ۳۸) ▪ الحقاف (۴۷) ▪ المؤمنون (۱۸) ▪ العنکبوت (۲۵، ۴۸، ۲) ▪ النحل (۸۸) ▪ لقمان (۵، ۴۷، ۵۷) ▪ الحزاب (۴۳، ۲۳، ۱۴، ۲۵) ▪ الشعراء (۱) ▪ الروم (۷۸) ▪ مریم (۲۸، ۵۷) ▪ المجادلہ (۸۷، ۷۷)

Course Description:

This course has been designed to introduce the concept, scope, and theories that govern the process of guidance and counselling in education. It will enable students to identify areas of guidance and counselling at the elementary level. Through the knowledge and skills acquired from this course, they will be well equipped to explore the talents and potential of their students, while preparing them for life in the 21st century. The course will include both theoretical knowledge of guidance and counselling and the development of students' counselling skills. It will strengthen their ability to exercise active listening skills, reflect on students' problems, and help them choose potential solutions to their problems. The course will also enable students to design school-wide guidance and counselling programs. This course demonstrates knowledge of the importance of guidance and counselling to teachers and students and critically analyses the concepts, scope, and theories that govern the process of guidance and counselling.

Course Objectives:

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

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

Course Outline:

Unit 1 Introduction to Guidance and Counselling

- 1.1 Define and differentiate Guidance and Counselling
- 1.2 Objectives of Guidance
- 1.3 Principles of Guidance
- 1.4 List the various members of a counselling team and explain their responsibilities

Unit 2 The role of guidance and counselling personnel

- 2.1 Teacher in guidance and counseling
- 2.2 Psychologist in student services
- 2.3 Administrator in guidance and counseling
- 2.4 Career Counsellor
- 2.5 Librarian in guidance and counseling

Unit 3 Techniques of Guidance

- 3.1 How the teacher can assist the learner to make informed choices to guide their future
- 3.2 Assisting the learner in personal and social development
- 3.3 Developing guidance skills: questioning techniques, active listening

Unit 4 Basic skills of Counselling

- 4.1 Identifying elementary social problems the classroom teacher can resolve
- 4.2 Exercising basic counseling skills in a controlled situation
- 4.3 Evaluating basic counseling techniques among peers

Unit 5 Services of Guidance

- 5.1 Orientation service
- 5.2 Testing service
- 5.3 Educational and occupational services
- 5.4 Counselling services
- 5.5 Placement services
- 5.6 Follow up services
- 5.7 Research and evaluation services

Unit 6 Evaluation of the guidance program

- 6.1 Types of evaluation in guidance and counseling
- 6.2 Program evaluation

Unit 7 Cumulative Record Card

- 7.1 Nature and purpose of the Cumulative Record Card (CRC)
- 7.2 Advantages of the CRC
- 7.3 Design of CRC

Unit 8 New Trends in Counseling

Recommended Texts:

1. Erford, B. T. (2018). Transforming the school counseling profession (5th ed.). Pearson.
2. Erford, B. T., Hays, D. G., & Crockett, S. A. (Eds.). (2018). Handbook of multicultural counseling (4th ed.). Sage Publications.
3. Gladding, S. T. (2018). Counseling: A comprehensive profession (8th ed.). Pearson.
4. Sink, C. A., & Stroh, H. R. (Eds.). (2020). Group counseling: Concepts and procedures (6th ed.). Routledge.
5. Whiston, S. C., & Quinby, R. F. (2016). Principles and applications of assessment in counseling (5th ed.). Brooks/Cole Publishing.

Suggested Readings:

1. Corey, G. (2016). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
2. Erford, B. T. (2019). Research and evaluation in counseling (2nd ed.). Pearson.
3. Lambie, G. W., & Sias, S. M. (2018). Theories of counseling and psychotherapy: A case approach (4th ed.). Pearson.
4. Pope, M., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (5th ed.). Wiley.
5. Stone, C. B., & Dahir, C. A. (2019). School counseling principles: Ethics and law (4th ed.). Routledge.

Course Description:

Formal education is an organized one and trained teachers to teach in the educational institutions. Further, buildings and many facilities have to be put up in order to have educational institutions function effectively. The students taught in schools, teacher training colleges and universities have to meet the needs of society. Educational planning is 'the process of setting out in advance, strategies, policies, procedures, programs, and standards through which an educational objective (or set of objectives) can be achieved. Educational plans are designed to avoid imbalances and enormous waste and replenish the steadily aggravated shortage of teachers. This course introduces some theoretical perspectives on educational planning and management and examines several key concepts and principles. We believe that a deeper understanding of the nature of educational planning and management will enable the student teachers to improve their practices as a school manager. Produce educational planners, managers and supervisors who are well informed of the national and regional constitutions, thereby assuming leadership positions and responsibilities; they would be able to generate, manage and utilize educational resources effectively and efficiently; They would also be able to initiate educational changes, innovations, and developments by addressing local and regional needs and realities.

Course Objectives:

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

1. Explain the concept of school organization, management and discipline and factors affecting school discipline.
2. Organized school activities (curricular and co-curricular) affectively and manage available resources (material, human and time) efficiently.
3. Differentiate between the concept of leadership and management utilizing the major indicator of effective leadership management.
4. Maintain school record and activities according to the school mandate.

Course Outline:

Unit 1 Introduction

- 1.1 Meaning of school administration
- 1.2 Difference between administration, supervision & management
- 1.3 Educational administration and school administration
- 1.4 Nature, aims, objectives and principles of school administration

Unit 2 Supervision and Inspection

- 2.1 Concept of supervision
- 2.2 Need, importance and aims of supervision and inspection.
- 2.3 Types of supervision
- 2.4 New trends in supervision
- 2.5 Modern vs. old concept of inspection
- 2.6 Techniques of supervision
- 2.7 Factors affecting educational supervision

Unit 3 Nature and Scope of Educational Management

- 3.1 Concept of management
- 3.2 Historical background of management
- 3.3 Evolution of management thought in education
- 3.4 Need for management

Unit 4 Administrative Functions in Education.

- 4.1 The concept of POSDCoRB
 - 4.1.1 Planning
 - 4.1.2 Why Plan?
 - 4.1.3 The Planning process
 - 4.1.4 Types of plans
 - 4.1.5 Planning in Pakistan
- 4.2 Organizing
 - 4.2.1 Organization structure
 - 4.2.2 Components of organization
 - 4.2.3 Classical and modern views of organizing
- 4.3 Staffing
- 4.4 Directing
- 4.5 Coordinating
 - 4.5.1 The control process
 - 4.5.2 Control criteria
 - 4.5.3 Effective control system
 - 4.5.4 Dysfunctional effects
 - 4.5.5 Contingency factors
- 4.6 Reporting
- 4.7 Budgeting
- 4.8 Leading
- 4.9 Controlling
- 4.10 Motivating
- 4.11 Decision-Making
 - 4.11.1 Meaning and importance
 - 4.11.2 The decision making process
 - 4.11.3 Types of decisions and decision-making problems
 - 4.11.4 Programmed and non-programmed decisions
 - 4.11.5 Group and individual decisions
 - 4.11.5 Personal qualities for effective decision-making

Unit 4 The School Discipline.

- 4.1 Definition, purpose, and types of school discipline
- 4.2 Three stages of discipline
- 4.3 Old and new concepts of discipline
- 4.4 How to achieve good discipline
- 4.5 Factors affecting school discipline
- 4.6 Characteristics of modern discipline

Unit 5 Organizational Structure of our education system

- 5.1 Organization of education at federal level
- 5.2 Organization of education at provincial level
- 5.3 Organization of education at district level
- 5.4 Administration of autonomous bodies in education (universities and boards etc.)
- 5.5 Role of private sector in education

Unit 6 Characteristics of Good Head Teachers and Teachers

- 6.1 Place and importance of H.T. and teachers
- 6.2 Qualities of H.T. and teachers
- 6.3 Duties of H.T. and teachers
- 6.4 Problems of H.T. and teachers

- 6.5 Workload of teachers
- 6.6 Common weaknesses of teachers
- Unit 7 Key Issues in Educational Management
 - 7.1 Challenges in school administration
 - 7.2 Pre-service and in-service training
 - 7.3 Punishment and reward system
 - 7.4 Management of school time-table
 - 7.5 Management of school library
 - 7.6 Democracy and administration
 - 7.7 Efficiency and effectiveness
 - 7.8 Productivity vs human relations
 - 7.9 Training vs. development

Recommended Texts:

1. Bush, T., & Coleman, M. (Eds.). (2015). Leadership and strategic management in education (4th ed.). SAGE Publications.
2. Fullan, M. (2014). Leading in a culture of change. Jossey-Bass.
3. Hallinger, P., & Murphy, J. F. (2013). Routledge international handbook of educational leadership and administration. Routledge.
4. Owens, R. G., & Valesky, T. C. (2015). Organizational behavior in education: Adaptive leadership and school reform (11th ed.). Pearson.
5. Schein, E. H. (2010). Organizational culture and leadership (4th ed.). Jossey-Bass.

Suggested Readings:

1. Bolman, L. G., & Deal, T. E. (2017). Reframing organizations: Artistry, choice, and leadership (6th ed.). Jossey-Bass.
2. Hoy, W. K., & Miskel, C. G. (2018). Educational administration: Theory, research, and practice (10th ed.). McGraw-Hill Education.
3. Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (Eds.). (2019). Learning from leadership: Investigating the links to improved student learning. The Wallace Foundation.
4. Sergiovanni, T. J. (2018). The principalship: A reflective practice perspective (8th ed.). Pearson.
5. Spillane, J. P., Diamond, J. B., & Burch, P. (Eds.). (2018). Distributed leadership in practice. Teachers College Press.

Course Description:

Population Education is an interdisciplinary course that explores the dynamic relationship between population and various social, economic, and environmental factors. This course provides students with a comprehensive understanding of population theories, demographic trends, reproductive health, sustainable development, and the role of education and policy in addressing population-related issues. Through lectures, discussions, case studies, and practical exercises, students will develop critical thinking skills and gain practical knowledge to analyze and address population challenges in different contexts.

Course Objectives:

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

1. Understand the fundamental concepts and theories in population studies.
2. Analyze demographic data to interpret population trends, patterns, and projections.
3. Examine the social, economic, and environmental impacts of population growth.
4. Evaluate reproductive health issues and family planning strategies.
5. Explore the relationship between population dynamics and sustainable development.
6. Discuss the social and cultural dimensions of population change.
7. Examine the role of education in promoting population awareness and sustainable practices.
8. Analyze population policies and programs implemented at various levels.
9. Apply research methods to investigate population-related issues.
10. Develop critical thinking and problem-solving skills in addressing population challenges.

Course Outline:

- Unit 1 Introduction to Population Education
 - 1.1 Definition and significance of population education
 - 1.2 Goals and objectives of population education
 - 1.3 Interdisciplinary nature of population education
- Unit 2 Demographic Concepts and Measures
 - 2.1 Population dynamics and trends
 - 2.2 Demographic transition theory
 - 2.3 Population indicators and measures
 - 1.4 Population projections and Forecasting
- Unit 3 Population Theories and Perspectives
 - 3.1 Malthusian theory
 - 3.2 Neo-Malthusian theory
 - 3.3 Marxist perspective on population
 - 3.4 Feminist perspective on population
- Unit 4 Reproductive Health and Family Planning
 - 4.1 Reproductive rights and health
 - 4.2 Maternal and child health
 - 4.3 Contraception and family planning methods
 - 4.4 Gender issues in reproductive health
- Unit 5 Population and Sustainable Development
 - 5.1 Relationship between population and environment

- 5.2 Population, poverty, and inequality
- 5.3 Sustainable development goals and population issues
- 5.4 Population policies and programs for sustainable development

Unit 6 Population and Social Change

- 6.1 Urbanization and migration
- 6.2 Aging population and its implications
- 6.3 Population and education
- 6.4 Population and employment

Unit 7 Population Data and Research Methods

- 7.1 Sources of population data
- 7.2 Demographic indicators and measures
- 7.3 Sampling techniques and survey methods
- 7.4 Analyzing and interpreting population data

Unit 8 Population Education and Policy

- 8.1 Integration of population education in schools
- 8.2 Role of NGOs and government agencies in population education
- 8.3 Advocacy and communication strategies
- 8.4 Evaluating the effectiveness of population education programs

Recommended Texts:

1. Caldwell, J. C., Caldwell, P., & Caldwell, B. (2012). *Demographic Transition Theory*. Springer.
2. Galloway, P. R. (2016). Planning for Population Education in Undergraduate Institutions. In *Handbook of Population* (pp. 161-181). Springer.
3. Gould, W. A., & Clark, R. (2019). *Understanding Population Trends and Processes: A Global Perspective*. Routledge.
4. Robinson, W. C., Ross, J. A., & Westoff, C. F. (2016). *The Global Family Planning Revolution: Three Decades of Population Policies and Programs*. World Bank Publications.
5. Smith, J. A., & Johnson, B. T. (2018). *Population Education: An Introduction*. Cambridge University Press.

Suggested Readings:

1. Bongaarts, J., & Sinding, S. (2015). Population policy in transition in the developing world. *Science*, 349(6252), 149-150.
 2. Casterline, J. B., & Agyei-Mensah, S. (2017). Fertility change in sub-Saharan Africa. *Population and Development Review*, 43(Supplement s1), 208-238.
 3. Mason, K. O., & Smith, H. L. (2017). Heterogeneity and change in the American family. *Population and Development Review*, 43(Supplement s1), 7-32.
- United Nations. (2019). *World Population Prospects 2019: Highlights (ST/ESA/SER.A/423)*. United Nations, Department of Economic and Social Affairs, Population Division