B.ED 1.5 YEARS

Eligibility Criteria

- MA/M.Sc/ Equivalent with minimum 2nd Division.

- **Duration:** 1.5 years (3 Semesters)

- Semesters Duration: 16-18 weeks Semesters:

- Course Load per semester: 15-18 Cr hr

- Number of Courses per semester: 5-6 (not more than 3 lab/ practical courses)

- Total Credit Hours: 54

 Structure of the Scheme

1st Year

SEMESTER – I

S.NO	Course Code	COURSES	CREDIT HRS
1	EDU – 611	Perspectives of Education	3
2	EDU – 612	Foundations of Education	3
3	EDU – 613	General Method of Teaching	3
4	EDU – 614	Curriculum Development & Implementation	3
5	EDU – 615	Measurement & Evaluation	3
6	EDU- 616	Educational Management & Leadership	3
Total Credit Hours			**18**

SEMESTER – I1

S.NO	Course Code	COURSES	CREDIT HRS
1	EDU – 621	Computer and its appilcation in Education	3
2	EDU – 622	English Technical Writing	3
3	EDU – 623	Teaching Practice 1	3
4	EDU – 624	Research Methods in Education (Professional)	
5	EDU – 625	Secondary Education in Pakistan	3
6	EDU – 626	Trends and Issues in Education	3
Total Credit Hours			**18**

2nd   Year

SEMESTER –III

S.NO	Course Code	COURSES	CREDIT HRS
1	EDU – 711	Teaching Practice II	03
2	EDU – 712	Critical Thinking , analytical Skills	03
3	EDU – 713	Statistics of Education in Pakistan	03
4	EDU – 714	Professionalism in Teaching	03
5	EDU – 715	Philosophy of Education	03
6	EDU – 716	Research Project	03
		Total Credit Hours	**18**
		Grand Total Credit Hours	**54**

SPECIALIZED COURSES APPROVED

Areas of Specialization

Specialization 1

Technology in Education

1. Educational Technology
2. Computer in Education
3. Broadcast Media
4. Non Broadcast Media

Specialization 2

Teacher Education

1. Secondary Education
2. Teacher Education in Pakistan
3. Islamic System of Education
4. Education in Pakistan; Problems, issues and trends

Specialization 3

Special Education

1. Perspectives of Education
2. Introduction to Inclusive Education
3. Early intervention
4. Transition from School to Independent life

Other Elective Courses:

1. Leadership and Management (Course-I)-
2. Management Strategies In Educational Institutions-
3. School Administration And Supervision-
4. Plan Implementation And Educational Management-
5. Educational Technology and Evaluation (Course-II)-
6. Educational Technology- 8. Computers in Education-

FOUNDATIONS OF EDUCATION (FOUNDATION)

Course Code-612

Credit Hours   **3 Course Description**

This course will focus on the ideological, philosophical, psychological, socio-economic and historical foundations of education. 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.

Learning outcome

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
- Evaluate the issues and problems of education.

Course Outline

Unit 1   Ideological Foundation of Education

Islamic Foundations

Islamic concept of Peace

Other religions and Islam

Ideology and teachers

Unit 2   Philosophical Foundations of Education

Philosophy and Education

Main Philosophical Thoughts

Idealism

Realism

`Pragmatism

Re-constructionism

Unit 3   Psychological Foundations of Education

Learning and Maturation

Individual Differences

Self-concept

Academic Aptitude

Instructional Strategies and Psychology

Unit 4   Socio-Economic Foundations of Education

Concept of Society and Culture

Social Conditions and Education

Economic Conditions and Education

Politics and Education

Unit 5   Historical Foundations of Education in Pakistan

Pre-Pakistan Period (712 A.D. to onward)

Period from1947-1958

Period From1959-1971

Period from1972-1979

Period from 1980-1991

Period from 1992 – to date

Unit 6 Aims of Education

Aims, Goals and Objectives

Taxonomies of Objectives

Aims and Objectives of Education in Pakistan

Unit 7   Problems and Issues in Education in

Pakistan Universalization of Primary

Education

Literacy

Medium of Instruction

Diversification of Education

Environmental Education

Gender and Education

Islamiazation of Education

Special Education

Health Education / Drug Education

HIV / Aids, STIs,Hepatitis

Recommended Book

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

Publications. Eugene, F.P. (2005).   *Critical issues in education:*

Anthology   of reading. New York: Sage Publications.

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

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

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

Semel, S. F. (2010). *Foundations of education: The essential texts*. USA: Routledge

GENERAL METHODS OF TEACHING (FOUNDATION)

Course Code EDU- 613   **Credit Hours 3**

Course Description

The purpose of course is to prepare prospective teachers in learning and using different method
and techniques of teaching in order to make teaching learning process effective. Various

aspects of instructions are highlighted to help teacher practice different teaching strategies successfully.

Learning Outcomes

- After completion of this course students will be able to:
- Explain the basic concepts of teaching.
- Demonstrate the essential attributes of the effective teacher.
- Describe the importance and types of teacher planning...
- Practice different teaching methods in classroom.
- Organize classroom discussion and demonstrate its appropriate use.
- Apply various techniques to motivate students.
- Select appropriate audio visual aids in classroom teaching.
- Prepare lesson plans.

Course outline:

Unit1 Introduction

- Definitions of Teaching
- The concept of Effective Teaching
- Role of teacher for conducive learning environment
- Personal Characteristics of an Effective Teacher
- Professional Characteristics of an Effective Teacher
- The concepts of Teaching Methods, Strategies and Techniques

Unit2 Lesson Planning in Teaching

- The Need for lesson Planning
- Approaches to lesson Planning
- Weekly Planning
- Daily Planning
- Unit Planning
- Course Planning

Unit3 Steps in Lesson Planning

- Introduction
- Presentation

- Generalization

- Application

- Recapitulation

- The Lesson Plan Format

Unit 4 Pedagogy by Level

- Pedagogy of early childhood education

- Pedagogy of elementary education

Unit 5 Inquiry Method

- The Inductive Method

- Deductive Method of inquiry

- Scientific Method

- The Problem Solving Approach

- Advantages and Limitations of Inquiry Method

Unit 6 Activity Methods & Cooperative learning

- Individual Project

- Group Project

- Research Projects

- Cooperative learning

- Techniques of cooperative learning

- Advantages and Limitations of activity and cooperative Method

Unit7 Demonstration Method

- What is Classroom Discussion

- Planning the Discussion

- Organizing the Discussion

- Practicing in asking questions

- Practicing in answering the questions

- Assessing the discussion

- Advantages and Limitations of Discussion Method

Unit8 Student Motivation

- Concept of Motivation

- Intrinsic Motivation

- Extrinsic Motivation

- Theories of Motivations

- Strategies to Motivate Students

Unit 9 Teaching Skills

- Set induction

- Presentation

- Identify learning difficulties of students

- Prepare lesson according to individual needs

- Students Evaluation

Unit 10 Teaching Tools

- Selecting the Audio Visual Material

- Planning To Use the Materials

- Preparing For the Audio Visual Activity

- Kinds of A Materials

- White Board /Marker

- Charts, Posters, Maps, Graphs &Models

- Textbooks

- Handouts

- Projectors

- Multimedia

Recommended Books

Allen, Mendler, (2009)."Motivating Students Who Don't Care": Successful Techniques for Educators. Amazon.com

Arends, R.I. (2007) "Learning to Teach" (7thEdition, McGraw Hill

International Edition). Boston: McGraw Hill.

Ellington, H et al. (2005) "Handbook of Educational Technology" (3rdEdition). London: Kogan Page Limited.

CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Course Code-614   **Credit Hours 3**

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 course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.

Learning Outcomes

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

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems and trends in curriculum

Course Outline

Unit 01 Introduction to Curriculum

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

Unit 02 Foundations of Curriculum

- Philosophical
- Psychological
- Sociological

Unit 03 Curriculum: Aims, Goals and Objectives

- Distinction between aims, goals &objectives
- Taxonomies of educational objectives
- Cognitive domain
- Affective domain
- Psychomotor domain
- Solo Taxonomy of educational objectives

Unit 04 Models of Curriculum

- Tyler Model
- Wheeler Model
- Dynamic Model
- Skel Beck Model

Unit 05 Designs of Curriculum

- Subject-based
- Activity-based

Unit 06 Process of Curriculum Development in Pakistan

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

Unit 07 Curriculum Change

- Process of Curriculum Change
- Various issues in Curriculum change

Recommended Books:

Beane I.A, Toefer C.F &Alessi S.J (1986). *Curriculum Planning & Development*. Boston and Bacon.

Farooq, R.A. (1993). *Education system in Pakistan*. Islamabad: Asia

Society for the Promotion of Innovation and Reforms in Education. Kelley A.V (1999). *The Curriculum: Theory and Practice*. London. Paul Chapman.

McNeil J. D (1990). *Curriculum: A Comprehensive Introduction*, (4th.ed) Los Angeles: Harper Collinsth Murray P. (1993). *Curriculum Development &Design,(*5 ed), Sharma R.C (2002). *Modern Methods of Curriculum Organization*. New Delhi:

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Code: 616   **Credit Hours: 3**

Objectives:

- To develop an understanding of the concepts, techniques and practice of management as applicable to their work.
- To enable them to recognize the importance of management of resources and effective use of ICT in the context of educational management.

Unit I. Educational administration and Management:

- Concept and Scope
- Concept of Educational Management and Stages in the Management Process
- Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
- Administrative Structure of Education at different levels - Transparency in Educational Administration

Unit II   Educational Planning

- Approaches to Educational Planning
- Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations - Micro Planning, School Mapping and Development Plans decentralized
- Planning and Management: Concept and Scope

Unit III Management of Resources in Organizations

- Management of Physical Resources
- Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)

- Financial Management and Budgeting - Office Management (overview of office functions, record management and material management, work simplification.)

Unit IV Application of ICT in Educational Management

- Maintenance of Resources in an Institution

- ICT-A Tool for Resource Management

- Barriers to effective use of Technology - Software for Record Keeping

COMPUTER AND ITS APPLICATION IN EDUCATION

Course Code-621   **Credit Hours: 3**

Contents

Unite 1: Introduction to Computer

Unit: 2 The Internet and World Wide Web

Unit: 3 Application Software

Unit: 4 Computer Assisted Instruction

Unit: 5 Tools and Packages Used for C.A.I

Unit: 6 Computer Managed Learning (CML)

Unit 7: Computer Applications in Content Areas

Unit 8: Role of Computer in Education

Unit 9: Problems of Using Computer for Education

ENGLISH TECHNICAL WRITING

Course Code-622   **Credit Hours: 3**

Objectives

- Enhance language skills and develop critical thinking

Course Contents Presentation skills

Essay writing

- Descriptive, narrative, discursive, argumentative

Academic writing

- How to write a proposal for research paper/term paper

- How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing Progress report writing

- *Note: Extensive reading is required for vocabulary building*

Recommended books

Technical Writing and Presentation Skills

- Essay Writing and Academic Writing

Writing.   Advanced by Ron   White. Oxford Supplementary Skills. Third Impression 1992. ISBN 019 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

College Writing Skills by John Langan. Mc=Graw-Hill Higher Education.2004.

Patterns of College Writing (4thedition) by

LaurieG.KirsznerandStephenR.Mandell.St.Martin"sPress.

- PresentationSkills
- Reading

The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editiors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (Note: A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineeringstudents).

TEACHING PRACTICE-I

Course Code- 623   **Credit Hours: 3 credits**

COURSE DESCRIPTION

During the practice, student students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).3 Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning. Ideally, groups of three or four student teachers should be placed in each school. Avoid having too many student teachers in one school and more than one student teacher per class (unless they are doing an activity or assignment that requires them to work together).

Semester Outline

- Introduction to the school and classroom context.
- Complete the Student Teacher Checklist, provided in your handbook.
- Meeting with the cooperating teacher to discuss how to plans for instruction, expectations and like
- Non-observational Assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies etc.
- The assignments you are required to complete will depend on your current placement. See the note below.

    • Log of Daily Activities

    • Daily Reflections (see the forms provided in your handbook)

    Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching and assessing at least part of the lesson.

    • Co-planning and co-teaching with the cooperating Teacher

    • Working with children who need extra help

    • Completion of any non-observational assignments still outstanding

    Assuming responsibility for planning, teaching and assessing a at least one subject matter"s lesson

    • Co-plan full lessons with the Cooperating Teacher

    • Co-teach lessons for one subject matter each day

    • Working with children who need extra help

    • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

    Assuming responsibility for planning, teaching and assessing in two subjects.

    • Continue activities above, taking over responsibility for planning, teaching and assessing one subject full lesson) throughout the week

    • Co-plan and co-teach all other subjects with the Cooperating Teacher

    • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

    Assuming responsibility for planning, teaching and assessing at least three subjects

• Continue activities above, taking over responsibility for planning, teaching and assessing three core subjects with the whole class throughout the week (math, Urdu, science/general studies).

• Co-plan and co-teach all other subjects with the Cooperating Teacher

• Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, pre-observation guide, and post observation reflection sheet.

RESEARCH METHODS IN EDUCATION

Course Code-624   **Credit Hours**: **3**

Course Description

This course is designed for B.Ed honors candidates to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in acritical analysis of different research work and relate it to their own Context.

Specific Objectives

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

- Discuss the meaning, nature & scope of research in education
- Situate themselves as researching professionals
- Conduct research in different educational settings
- Write research report and present effectively

Course Outline

Unit1 The nature of Educational Research

- Definitions of Educational Research
- Scope and importance
- Scientific method
- Research problem and topic
- Characteristics of research problem

Unit 2 The Researching professional

- Qualities of researcher
- Teacher as researcher
- Research ethics

Unit 3   Types of Educational Research

- Descriptive Research
- Experimental Research
- Historical Research
- Action Research

Unit 4   Techniques of Reviewing Literature

- Primary sources
- Secondary sources

Unit 5 Methodology

- Population
- Sampling
- Instrument
- Data collection procedure

Unit 6   Data Analysis

- Descriptive
- Inferential

Unit 7   Report Writing

- Writing formats &Presentation

Recommended Books:

Best & James (2003) *Research in Education*

Crtswell, J. W (2009. *Research Design",* London: Sage Publications. Fraenkel, J. & Norman,

E. (2005) *How to Design and Evaluation Research* (8[th]edition) L.R. Gay. (2001) *Educational*

Research.

SECONDARY EDUCATION

Course Code-625   **Credit Hours: 3**

Objectives of the Course

The course will extend the knowledge of readers in the following domains and will enable them to:

1. Explain the significance, need, nature, aims and organizational structure of secondary education.
2. Describe the different types of institutions imparting secondary education and process of curriculum development in Pakistan.
3. Examine the internal and external examination system at secondary level.
4. Compare the education systems of different counties at secondary level.
5. Review the role of education policies in the development of secondary education.
6. Analyze the training structure, issues and problems of secondary education in Pakistan.

Table of Content

Unit–1: Introduction to Secondary Education

Unit–2: Organizational Structure of Secondary Education

Unit–3: Types of Schools at Secondary Level

Unit–4: Curriculum Development at Secondary Level in Pakistan

Unit–5: Evaluation at Secondary Level

Unit–6: Secondary Education in Comparative Perspective

Unit–7: Secondary Education in Pakistan

Unit–8: Training of Secondary School Teachers

Unit–9: Problems, Issues and Trends in Secondary Education

TRENDS AND ISSUES IN EDUCATION

Course Code-626   **Credit Hours: 3**

Introduction

Competent teachers are usually knowledgeable in their respective content areas. Being part of the education system, teachers need to be aware of the contemporary issues and trends in education. Issues such as population explosion, HIV/AIDS, Gender Development, sustainable development require a broad based knowledge approach for teacher preparation. Therefore, a course on contemporary issues and trends in education is considered significant to develop an insight among teachers.

Learning Outcomes

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

- Argue on the positive and negativeimpactof the information explosion
- explore   the gap between madrassah and mainstream education and identify appropriate government responses
- identify barriers to the achievement of universal literacy and how these may be removed at the local level
- discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- analyze the relationship between national curriculum structure and career opportunities
- consider how best environmental awareness can be enhanced through schools
- consider the consequence of the growing privatization of education

Course Outline

Unit 01 Education as a Complex Enterprise

- Diversity of aims and approaches in education.
- Variety of philosophical approaches to education.
- Education in different period‟s and societies

Unit 02 Madrassah Education

- Madrassah: origin, aims and objectives

- Role of madrassah in 21st century
- System of education in madrassah
- Madrassah reforms in Pakistan

Unit 03 Universal Literacy

- Literacy and individual rights
- Factors affecting program for universal literacy: medium of instruction Formal and Non formal education: Advantages and disadvantages

Unit 04 Gender Disparity

- Concept of gender equality
- Factors affecting the status and role of women Steps towards reducing gender disparity.

Unit 05 Population Education:

- Concept of Population Education.
- Factors affecting Population Education. Impact of Population Growth on National Development.
- Roles and responsibilities of family, school, mosque and community in population education.
- Steps towards population planning and welfare.

Unit 06 Environmental Awareness

- Types of pollution
- Causes of pollution
- Environmental education

Unit 07 Privatization of Education

- Government resources and multiple demands
- Need of private sector education
- Challenges of quality education

Unit 08 Information in Education

- New concept of information explosion
- Expanding learning resources

- Information and communication technology (ICT)literacy
- Technology in education

Recommended Books

AIOU (2006) *Population Education Course* MA EPM 584, Islamabad: AIOU.

Badran, M. (2005). *The Gender of Islam*, Al-Ahram: Cairo.

Haltak, J. (1990). *Investing in the Future, Setting Educational Priorities in the Developing World*, Paris, UNESCO. McGraw-Hill Kogakusha.

Ministry of Education, Curriculum Wing (2010), *13 Modules on Various Core Themes of Population Education*, Islamabad.

Modhukar Indira (2003). *Changing Demands of Technical and Vocational Education*, Annual Publication New Delhi.

Mohantry, Jagannath. *Primary and Elementary Education*, Deep & Deep Publication Private Ltd.

Pakistan, Govt: (2003). *Education for All*, Ministry of Education Curriculum Wing Islamabad. Rao, V. K. (2004). *Population Education* efficient Printer, New Delhi. Sylvester, C. (1994).

Feminist Theory and International Relation, in Post Modern Era, Cambridge University Press.

UNESCO, Pakistan(2004). *Quality of education inPakistan*,UNESCOOffice,Islamabad.

Usmani, B. D. (2004). *Women Education in 21stCentury Annual publication*, New Delhi.

W. H. O. (2005). *Emerging Issues in Water and Infections*, U.N.O. Publishers, Philadelphia. Walt, S. (1992). The *Renaissance of Security Students*, New York. Colombia Press.

TEACHING PRACTICE-II

Course Code- 711   **Credit Hours 3**

- Lesson Plan Preparation
- Lesson plan Development
- Lesson Plan Compilation
- Lesson Plan Development Approaches
- Demonstration

- Presentation

CRITICAL THINKING AND ANALYTICAL SKILLS (FOUNDATION)

Course Code- 712   **Credit Hours 3**

Learning Outcomes

After- studying this course, the students will be able to:

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

Course Outline

Unit01 Introduction

- Introduction to the Fundamentals of Critical Thinking Why Critical Thinking Matters?
- Critical Thinking and the Process of Analysis
- Teaching Students to Think Theoretically
- Teaching Students to Think Empirically

Unit02 Strategies and Techniques to develop critical Thinking

- Brain Storming
- Concept Mapping
- Generalization and Testing the Limits
- Venn diagram
- Logical Reasoning

Unit03 Critical Thinking and Art of Questioning

- Critical Thinking and Socratic Questioning
- Teaching Students to Ask Good Questions & Follow up the Implications of Thought

- Teaching Students to narrate, analyze, and evaluate their own „Points'
- View' and of others
- Open and close ended Questions

Unit04Critical Thinking and its Applications Interrogating the Text

- Primary and Secondary Sources
- Characteristics of Academic Text
- Status of Evidence
- Status of the Author
- Comparing and Contrasting Different Sources

Unit05Introduction to Reflection

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

Unit06Major Proponents of Reflective Practice

- John Dewey
- L.Stanhouse
- D,Schon

Unit07Process and Techniques of Reflection Process of reflection

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

Unit08Application of skills and approaches to reflection

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

Recommended Books:

Ayoukarm, Govald (1989), *Modern Methods and Techniques of Teachings* Philadephia. Open University press 1

Baron, J. and Sternberg, R, (Eds.) (1987) *Teaching thinking skills: theory and practice*, New York: Freeman.

Barrow, R. (1990) *Understanding Skills: Thinking, Feeling and Caring*. London, Ontario: Althouse.

Beyer. B. K. (1987) *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon. Chipman, S., Segat, J. and GIaser, R, (1985) *Thinking and Learning Skills*, Volume 2. Research and Open Questions. HiNsdale, New Jersey: Eribaum.

Costa, A.L. and Lowery, L.F. (1990) *Techniques for teaching thinking*, Melbourne: Hawker Brownlow.

Finn, B. (1991) *Young People's Participation in Post-compulsory Education and Training*. Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.

EDUCATIONAL STATISTICS

Course Code- 713   **Credit Hours 3**

Contents

Unit–1: Introduction to Statistics

    1.1. Functions of Statistics

    1.2. Characteristics of Statistics

    1.3. Importance and Scope of Statistics

    1.4. Limitations of Statistics

    1.5. Application of Statistics in Educational Research

    1.6. Descriptive and Inferential Statistics

    1.7. Variable

    1.8. Level of Measurement

    1.9. The Scientific Method

    1.10. Statistical Notations

Unit–2: Basics Statistics Concepts

    2.1. Variable and Data

PROFESSIONALISM IN TEACHING

Course Code- 714   **Credit Hours 3**

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

- Explain the concept of profession and professionalism.
- Discuss teaching as profession.
- Define and discuss the term professionalization and its process and highlight Awareness about the professionalization of teaching profession.
- Demonstrate professional dispositions as teacher.
- Comprehend theoretical base of professionalism in teaching.
- Adhere to the professional code of conduct and professional values.
- Identify and practice attributes of professional teacher.
- Comment on changing role of teacher.

- Discuss teaching profession and globalization.

- Explain connection of society and culture with teaching profession.

- Highlight ethical issues in teaching profession.

Course Contents

Unit   Title

Unit 1   Introduction of Profession and Concept of Teaching

Unit 2   professionalization process and professionalism

Unit 3. Professionalism in Teaching: Theory to Practice.

Unit 4. Attributes of Teacher

Unit 5. Changing Role of the Teacher: Beyond Classroom.

Unit 6. Ethics, Education and Teacher

Unit 7. Teaching Profession and Globalization

Unit 8. Society Culture and Teaching Procession

Unit 9. Ethical issues in Teaching Profession

PHILOSOPHY OF EDUCATION

Course Code- 715   **Credit Hours 3**

Objectives of the Course

After completion of the course, the trainee teachers will be able to:

- Describe the scope of philosophy and branches of philosophy.

- Analyze the relationship of education and philosophy.

- Evaluate the role of philosophy in educational policy and practice.

- Discuss the main tenets of idealism and realism.

- Define naturalism, pragmatism and existentialism.

- Identify the similarities and differences among naturalism, pragmatism and existentialism.

- Differentiate between different sources of knowledge.

- Explain the dialectical method of Socrates.

- Evaluate Plato"s theory of education and point out its contribution to the field of education.
- Analyze Aristotle" curriculum of education.
- Describe John Lock" theory of knowledge.
- Evaluate John Dewey"s philosophy of education.
- Describe principles of curriculum formation.
- Analyze Herbart"s Theory of Ideas.
- Discuss Imam Al-Ghazali"s view about teaching.
- Explain role of contemporary philosophies in education
- Compare different philosophies for curriculum development.

Contents

Unit–1: Introduction to Philosophy

1.1 Introduction

1.2 Objectives

1.3 Definition and Scope of Philosophy

1.4 Branches of Philosophy

1.5 Relationship of Education

1.6 Role of Philosophy in Education Policy and Practice

1.6.1 Philosophy and Aims of Education

1.6.2 Philosophy and the Curriculum

1.6.3 Philosophy and Teacher

1.6.4 Philosophy and Method of Teaching

1.7 Four General Philosophies

1.7.1 Idealism

1.7.2 Realism

1.7.3 Pragmatism

1.7.4 Existentialism

1.8 Educational Philosophies

1.8.1 Perennnialism

1.8.2 Essentialism

1.8.3 Progressivism

1.8.4 Reconstructionism/Critical Theory