



A

Handbook

For

the students of

Bachelor of Education

program

DEPARTMENT OF EDUCATION,

IQRA UNIVERSITY,

GULSHAN CAMPUS, KARACHI

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1. The University

1.1 Brief Introduction

Iqra University traces its genesis to January 1998, when it started its operations in Karachi. The Government of Sindh chartered the University; vide Sindh Ordinance VI of 2000. Currently, Iqra University has campuses in Karachi and Islamabad. Karachi campus is geographically spread over five prominent locations viz. Main Campus at Shaheed-e-Millat Road, Gulshan Campus in Gulshan-e-Iqbal, North Campus in North Karachi, Bahria Town campus, and Airport Campus covering the resident population of different districts of Karachi. The University offers a wide range of facilities across campuses including a well-stocked library, state of the art computing facilities, well equipped teaching labs, centrally air-conditioned classrooms equipped with the latest audio-visual aids, incubation centers, auditoriums, seminar rooms, sports facilities, prayer halls, swimming pool and gymnasiums.

Iqra University offers a variety of programs in different disciplines including Business Administration, Computer Science, Software Engineering, Electrical Engineering, Media Science, Fashion Design, Education, Social Sciences, Pharmacy and Health Sciences. All programs offered in the university are recognized by Higher Education Commission (HEC) of Pakistan and fully accredited by various regulatory bodies such as Pakistan Engineering Council (PEC), National Business Education Accreditation Council (NBEAC), National Computing Education Accreditation Council (NCEAC), National Accreditation Council for Teacher Education (NACTE), and Pharmacy Council of Pakistan (PCP).

1.2 Vision Statement

To transform the lives of youth through world class education at an affordable price.

1.3 Mission Statement

The mission of Iqra University is *“to be a world-class institution of higher education and research, promoting technical skills, critical thinking and public duty, to help develop a prosperous and progressive society”*.

1.4 Core Values

- i. **Respects:** Respecting all at work irrespective of designation, color, cast and religion. Every person is treated with dignity in a fair manner in all situations.
- ii. **Merit:** Promoting the culture of merit in faculty, staff and students. Practicing the meritocracy in all the situations related to both internal and external stakeholders.
- iii. **Courtesy:** Demonstrating the courtesy and politeness towards each member of the internal and external community.
- iv. **Excellence:** Striving for excellence in teaching, research, and service to the students. Follow the international best practices and create a conducive teaching learning environment.
- v. **Equality:** Ensuring equality among gender, race, socio-economic class, religion, and ethnic groups to preserve national solidarity and unity.
- vi. **Honesty:** Encouraging honesty in all forms of personal and organizational communication and interactions.

- vii. **Innovation:** Stimulating innovation among faculty and students for teaching, research and service. Emphasis is made to create an entrepreneurial mindset among the internal community.
- viii. **Dedication:** Creating an enabling environment to encourage dedication with work and studies.

1.5 Why Choose IU?

Iqra University is dedicated to providing learning opportunities in vibrant, dynamic and brilliant settings provided across its campuses. IU is chartered by the Government of Sindh and recognized by the Higher Education Commission. Iqra University provides unique academic, social and cultural opportunities to all students coming from diverse social and ethnic backgrounds.

1.6 IU Ranking

IU has garnered notable international recognition in various domains. For instance, the university has achieved a commendable global ranking of 301-350 in the esteemed QS Asia Rankings. Within Southern Asia, it holds an impressive 73rd position. At a national level in Pakistan, IU stands at 15th place, underscoring its strong academic reputation. Particularly in the Sindh region, the university has excelled by clinching the 2nd position, emerging as a frontrunner among private sector higher educational institutions.

IU has demonstrated a strong commitment to sustainability, as evidenced by its notable rankings in the QS Sustainability Rankings. IU achieved the 285th position among universities in Asia, highlighting its dedication to environmentally responsible practices. At the national level, IU ranked 8th in Pakistan for its significant contributions to sustainable initiatives in the country. Additionally, IU holds the 2nd position in sustainability rankings among universities in Sindh and has also secured a top position among private sector universities in the province. These impressive rankings reflect IU's active role in promoting environmental responsibility and fostering a sustainable campus culture.

1.7 Cutting Edge Training Facilities

IU provides a clean and healthy learning environment where lectures are delivered physically or online. It is equipped with modern teaching tools. For example, the Executive Development Center provides considerable space for 400-450 attendees of training/workshops and other seminars and conferences.

IU's programs, particularly in Advertising, Animation, and Film and TV Production are supported by the most comprehensive and latest technology. IU students have won several top awards in the national and international advertising and film production competitions. Similarly, IU has the most modern and comprehensive Fashion Design Program in Sindh. Besides, there are various state-of-the-art Engineering and Computing labs across all campuses of the university.

1.8 Highly Skilled and Qualified Faculty

All programs are managed by highly qualified faculty members including 200+ PhD qualified full-time faculty members. Besides, the faculty portfolio also includes various heads of many national and multinational organizations. The curricula designed by experts in the field and

offered at IU are at par with international standards. For better educational needs IU offers student exchange programs under various MoUs signed with universities of international repute.

1.9 Connectivity

Every student is linked through the online Student Information Center with the instructors, online Library with over 40,000 books and other relevant information.

1.10 Career Opportunities

The pre-graduation employment rate for IU students is the highest amongst all Universities. The faculty is profoundly helpful for finding suitable placement of a student. The dedicated Placement department provides a range of value added services to existing students and graduates. These services include organizing a range of events to cater ongoing academic activities. Moreover, organizing job fair is one of the prominent responsibilities of the Placement department

1.11 Research Productivity

Iqra University has demonstrated a significant commitment to research and scholarly contributions over the last five years, producing a substantial total of 1,580 research publications with 19,463 citations. These publications and citations have garnered significant attention within the academic community which reflects the university's sustained dedication to fostering impactful research and advancing knowledge across various disciplines in recent years.

1.12 Extra-Curricular Activities

Sports facilities are available in a sports complex offering swimming and other activities in a fully equipped gymnasium. IU sports teams have received the highest number of awards and also represented Pakistan in Asian Games.

1.13 Important Contact Information

Gulshan Campus:

4B, Block 7 Gulshan-e-Iqbal, Karachi, Sindh.

Gulshan Campus (M9 Extension) Sector 8B Scheme-33, Deh Songal Tappu Gujro, East Karachi.

Tel: (021) 111 114 772

2. Department of Education

2.1 Introduction:

The Department of Education at Iqra University, Gulshan Campus, Karachi, has been a leading force in teacher education and educational research for nearly two decades. Dedicated to academic excellence and innovation, the department offers comprehensive programs at the undergraduate and postgraduate levels, including B.Ed, M.Phil, and PhD in Education. These programs are designed to equip future educators, researchers, and policymakers with the knowledge, skills, and ethical grounding necessary to meet the evolving demands of the education sector in Pakistan and beyond.

Our faculty comprises a dynamic team of seasoned professionals, many of whom hold advanced degrees from prestigious local and international universities. Their diverse academic backgrounds and extensive field experience foster a rich learning environment that emphasizes critical thinking, research, and practical application. The department is committed to nurturing intellectual growth, fostering leadership, and promoting inclusive and sustainable education practices. With state-of-the-art resources and a student-centered approach, the Department of Education at Iqra University continues to inspire excellence and innovation in the field of education.

2.2 Department's Vision:

To create an equitable, sustainable and humane society through quality education

Department's Mission:

To be a world-class institution of higher education promoting professionalism, life-long learning, national & international collaboration and research

Vision of the program

Offering quality teacher education through reflective practice, active pedagogies and authentic assessment to foster lifelong learning.

Mission of the program.

Empowering prospective teachers to be cognitively enriched, morally inspired, socio-culturally committed, and research-minded, who stimulate creativity, intellectual curiosity, appreciation, and honest inquiry in their students.

Goals of the program

Overall, the B.Ed. program aims to get the potential teachers to engage in critically examining the role of a teacher and professional standards to promote quality education in their contexts. The prospective teachers' active engagement in various courses and educational activities helps them in developing the professional competencies, knowledge, and disposition for designing innovative learning activities, teaching strategies, assessment tasks, and other skills, i.e., reflective thinking and collaborative learning skills, enabling them to translate these into the teaching of their own discipline. Given this, the program goals include:

- ✓ Acquiring in-depth knowledge and conceptual understanding of the area of specialization and concepts required to be an effective teacher;

- ✓ Developing problem-solving and reflective thinking skills to apply their professional learning meaningfully and to address related issues and challenges;
- ✓ Obtaining skills and disposition to foster curiosity, discovery, and creativity amongst their students;
- ✓ Developing understanding and skills for innovative strategies, and
- ✓ Develop behavior and skills to learning to learn, empathy, interpersonal skills, and openness to continue professional learning.

Objectives of the program.

- ✓ Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- ✓ Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- ✓ Acknowledge each child's full potential, including those with learning needs and nurture their wellbeing.
- ✓ Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- ✓ Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- ✓ Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- ✓ Build the capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- ✓ Develop effective communication skills including language and ICT competencies
- ✓ Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education.
- ✓ Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- ✓ Examine national and global standards of teaching practices and upgrade their practices accordingly.

Program Team

No.	Faculty Member	Designation
1	Dr. Anjum Bano Kazmi	Professor
2	Dr Razia Fakir Mohammad	Professor
3	Dr. Rozina Rukanuddin	Associate Professor
4	Dr. Irfan Sheikh	Associate Professor
5	Dr. Mahwish Kamran	Assistant Professor
6	Dr. Huma Shahid	Assistant Professor
7	Dr. Sameera Sultan	Assistant Professor
8	Misbah Majeed	Lecturer
9	Azra Jamal	Lecturer
10	Tasneem Saifuddin	Lecturer
11	Gohar I Nayab	Lecturer
12	Samreen Abdul Ghani	Lecturer
13	Muhammad Ali Khan	Lecturer
14	Syeda Sana Atique	Lecturer
15	Farrukh Kamrani	Lecturer

16	Nagina	Lecturer
17	Humera Jawwad	Lecturer
18	Zain Bin Maso	Lecturer

2.3 Eligibility for Admission

2.1.1 Admissions requirements for B.Ed program

i. Bachelor of Education (B.Ed. 4 years)

An applicant must have 12 years of schooling, at least 2nd division in Higher Secondary School Certificate or equivalent from a recognized Institute/Board.

Eligibility requirements for admission to the 4-year B.Ed. (Hons) program

- Minimum Percentage Requirement: Second division or 45% at intermediate level.
- Passing the entrance test with a score of 60%.
- Interview clearance.
- Students who enter after completing a 2-year Associate Degree Program with a minimum CGPA of 2.5 will join in the 5th semester of the undergraduate program.

Program Duration

The minimum duration for a B.Ed program is 4 years, while the maximum duration is 7 years. In extraordinary circumstances, and subject to approval of the concerned statutory body of the university, the maximum duration to complete the degree program may further be extended to another semester.

Test Pattern for Bachelor of Education (B.Ed. 4 years):

Subjects	No of Questions	Weightage
English	60	50%
IQ / General Knowledge	40	33%
Mathematics	12	10%
Psychology	8	7%
Total	120	100%

Selection Criteria

Admission Test	Interview	Total Weightage
60%	40%	100%

Exit pathways:

- Students who choose not to complete the degree program may consider

potential transfer options to other programs or qualifications earned upon program exit.

- ii. Those who wish to leave after completing 2 years of the B.Ed. (Hons) program (4 semesters) will be awarded an Associate degree. The option of exit from the undergraduate/equivalent degree program with an Associate Degree is allowed in disciplines accredited under the councils i.e. NCEAC, NBEAC and NACTE.
- iii. Those who wish to rejoin the B.Ed. program after a one-year discontinuation will be allowed to do so if there is a valid reason and the university accepts it.
- iv. If a student leaves before completing the 4-year program, he or she will receive a provisional transcript.

ii. Bachelor of Education (B.Ed. 2.5 years)

- a. An applicant must have completed 14 years of schooling and hold at least a 2nd division in any Bachelor's degree from an HEC recognized university or institute.

Test Pattern for Bachelor of Education (B.Ed. 2.5 years):

Subjects	No of Questions	Weightage
English	60	50%
IQ / General Knowledge	40	33%
Mathematics	12	10%
Psychology	8	7%
Total	120	100%

Selection Criteria

Admission Test	Interview	Total Weightage
60%	40%	100%

iii. Bachelor of Education (B.Ed. 1.5 years)

- a. An applicant must have completed 16 years of schooling and hold at least a 2nd division in any Bachelor's or Master's degree from an HEC-recognized university or institute.

Test Pattern for Bachelor of Education (B.Ed. 1.5 years):

- GAT Education
- English

Selection Criteria

Admission Test	Interview	Total Weightage
60%	40%	100%

2.4 Online Admission Procedure

Step 01: Online admission portal

- Open the admission portal using the given link i.e. <https://admissions.lqra.edu.pk>
- Provide your first name, last name, email address, contact number and preferred campus.
- Admission code and applicant ID will be generated once you register your ID. Please be informed that you will need the admission code or App ID for further processing.

Step 02: Completing admission form

- The form is divided into multiple sections as follows:
- Admission Information: Select your current qualification, program, admission type and the campus you are willing to join (please ensure eligibility criteria before applying).
- Basic Info: Upload a passport size photograph with a white background, write your father's name, D.O.B and other information. Please make sure that you provide your proper CNIC Number. In case CNIC has not been issued by NADRA, the NADRA birth certificate contains 13 digits number that can be used in lieu of Computerize National Identity Card Number.
- Residence Info: Provide your present and permanent address.
- Guardians Information: Provide all the required info.
- Academic Information: Please provide all the details correctly, as required on the form.
- Documents: Upload proper scanned documents, which are readable and clear.
- Agreement: Read & accept the agreement.

Step 03: Applicant processing fees

- Admission application processing fee is Rs. 500 (non-refundable).
- Pay online through admission portal or physically on campus in admission office.
- Upload the paid fee voucher copy or screen shot to the admission portal.

Step 04: Issuance of admit card

Once you get to this stage, admit card is issued automatically. If you have not received admit card visit the campus to get your admit card or you can email us at admission@lqra.edu.pk

Step 05: Entrance test

- The date and time for entrance test will be communicated through email & SMS.
- The test is computerized including Multiple Choice Questions which may vary as per the requirements of different academic programs.

Step 06: Interview

Interview may be scheduled on the same day as test or will be communicated accordingly.

Step 07: Semester fee voucher

- i. After clearing your admission test and interview, you will be issued a semester fee voucher payable at Askari Bank, located on campus, or online through the admission portal.
- ii. Pay the fee & upload the paid fee voucher to the admission portal.
- iii. After successful completion of above-mentioned steps, you will be issued your student ID. For further details regarding courses and student ID, please contact to Student Engagement Unit at main reception.

2.5 Provisional Admission

Students whose results are awaited shall be admitted provisionally in their chosen degree program after meeting the IU admission eligibility requirements. Students are required to submit an affidavit (Form UG1). Furthermore, all required documents need to be submitted by these students in their first semester. Students who fail to meet the university admission eligibility requirements before the final exams of their first semester must withdraw their admission immediately. In cases where the student does not withdraw his/her admission and his/her ineligibility for admission is identified by the university at any stage, the University reserves the right to cancel the admission at any point of time without any refund of fees.

2.6 Framework of Undergraduate Education

The structure of undergraduate degree programs is designed to balance general education, disciplinary, interdisciplinary, and practical requirements to enhance the likelihood of student success. The structure of all undergraduate degree programs is comprised of the following set of mandatory requirements:

2.4.1 General Education (Gen Ed) Requirements

This component comprises of the mandatory courses of general education aimed to prepare students to refine their scholarly abilities to reason and communicate clearly and effectively. The provision of general education courses ensures that every student is acquainted with the broad variety of fields of inquiry and approaches to knowledge and skills. It offers students an intellectual foundation for their academic, professional, and personal attributes while focusing on critical thinking and writing, speaking or quantitative skills. All the undergraduate degree programs shall be comprised of a mandatory set of 32 credit hours for General Education courses (as tabulated below) which must be covered in the first four semesters of the undergraduate degree program except Pakistan Studies which may be offered in any semester of the degree program.

General Education Cluster	Courses	Credit Hours
Arts and Humanities	1	02
Natural Sciences	1	3 (2+1)
Social Sciences	1	02

Functional English	1	03
Expository Writing	1	03
Quantitative Reasoning	2	06
Islamic Studies (OR) Religious Education/Ethics in lieu of Islamic Studies only for non-Muslim students	1	02
Ideology and Constitution of Pakistan	1	02
Applications of Information and Communication Technologies (ICT)	1	3 (2+1)
Entrepreneurship	1	02
Civics and Community Engagement	1	02
Pakistan Studies	1	02
Total	13	32

2.4.2 Major (Disciplinary) Requirements

A major is the academic discipline or a specialized area of study in which the degree is offered. The minimum requirement to complete a single major is **72 credit hours**. This is valid for all undergraduate degree programs.

2.4.3 Interdisciplinary/Allied Requirements

Interdisciplinary courses are those offered in allied or complementary disciplines to reinforce the notion of interdisciplinary competency and to support horizon of the major.

2.4.4 Field Experience/Internship

Field experience is a professional learning experience that offers meaningful and practical work experience related to a student's field of study or career interest. It is an opportunity to apply knowledge gained in the classroom with practice in the field. Where applicable, students are required to complete a minimum of 3 credit hours of field experience/internship.

2.4.5 Capstone Project

A capstone project allows students to integrate the concepts, principles and methods that they have learned in their course of study, applying their knowledge and competencies to address real-world problems.

2.7 Application for Credit Transfer

The application for credit transfer may be submitted by the student on a required form supported by the following documents:

- The course outline and teaching plan of the course that was completed in a different University/Institution and which is being nominated for credit transfer.
- The course contact hours and the name of the faculty who taught the course along with

the relevant grades.

2.8 Transfer Students

The determination of acceptability of credit for course work completed at another recognized Institution of higher learning is made solely at the discretion of Iqra University. The evaluation of any course work or exam from another Institution for acceptance by the University will be based only on an official transcript from the institution where the course was originally offered and exam conducted.

- i. Credit is not given for grades lower than a C+ (GPA: 2.5) or 67%.
- ii. All prospective transfer students must complete Iqra University's entrance requirements.
- iii. Grades from other institutions are not included in the calculation of Iqra University grade point average.
- iv. The university will consider transferring credits for up to 50% of the courses required for the Bachelor's program to which the application is being made.
- v. The coursework being considered for credit transfer must have been completed at an HEC-recognized educational institution or nationally approved/accredited in case of international institutions.
- vi. Credit Transfer cases will not be entertained after a student has started the program of study.
- vii. Remedial, vocational, technical, highly specialized, courses done through MOOCS and personal development courses are not accepted for credit.
- viii. All transfer courses taken at bachelor level from Polytechnic Institutions with degree awarding status and foreign community Institutes that can award degrees will be reviewed individually by the Head of the Department and any transfers must be approved by the Dean and office of the Registrar.
- ix. Students are advised to check with the Admissions Office and Head of Department to determine the acceptability of credit from other HEI.
- x. Acceptability of transfer credits to a student's academic curriculum is determined by the Head of the Department where the application is being made.

2.9 Conditions for Course Transfer

- i. If the course content is similar to the course content at Iqra University to the extent of a minimum 60%, the course credit will be considered for transfer.
- ii. A lower-level degree course is not transferable to higher level degree program. For example, a Bachelors level course is not transferable to Masters' program.
- iii. A course exempted elsewhere is not transferable unless it is pursued as a regular course. However, courses from all previous institution may be considered for transfer provided above requirements are met.
- iv. Courses offered as requisite and co-requisite will be transferred only when both courses are cleared while complying with all other requirements.

2.10 Course Exemption

- i. If any student is granted exemption in a course based on past academic then that course will be replaced by another course. The course exemption will not reduce the total number of required courses or credit hours.
- ii. The decision of the committee comprising of Head of the Department, Director Academics, Advanced Studies & Research, and Registrar in accepting or rejecting a case of course exemption will be final.
- iii. Application for exemption is to be submitted on 'Course Exemption Form' which must be properly filled and submitted to the respective departmental head.

2.11 Termination

- i. A student who fails in all subjects or secures "0" GPA in the Zero'/First semester, his/her admission will be terminated without any warning or further probation.
- ii. A student once dismissed can be granted admission in same or any other program of the University without any transfer of courses from previous registration at Iqra University. Any student found taking admission, after dismissal, in any program, on any campus of Iqra University, will have the admission cancelled, without any warning and with no refund of fee.

2.12 Suspension

Suspension means that a student is not allowed to continue regular academic activities for a specified time. IU disciplinary committee will recommend a suspension as under:

- i. Suspension on disciplinary grounds.
- ii. Suspension on medical grounds.
- iii. Suspension on prolonged absence (including the research phase).
- iv. Suspension on reasons beyond student's control or on authorized grounds / sanctioned leave from competent authority.

2.13 Repeating a Course

A student may repeat a course under two circumstances, i.e., to clear an **F** Grade or to improve his/her CGPA. The student is required to complete all formalities applicable to repeat a course, i.e., mid-term or hourly examination, project, assignments, quiz, etc., and final examination. The transcript will show the better grade earned and will be used in the computation of CGPA. Please be informed that a student who repeats a course will not be eligible for top student honours and/or awards even if his/her credentials are improved and he/she qualifies for any such honours and/or awards after repeating a course.

A student may be allowed to repeat a course for the following instances:

2.12.1 Clearance of F/W Grade

A student, if receives an **F/W** grade in a course, is required to repeat that course, whenever offered.

2.12.2 Improvement of CGPA

A student may repeat a course in summer semesters and /or in the last year of Bachelor program to improve CGPA subject to the following conditions:

- i. The candidate should apply to the HoD for permission to repeat a course. HoD may permit a student to repeat a course subject to its offering and availability of necessary resources.
- ii. The student shall not be allowed to improve his/her CGPA after award of the transcript and/or the degree.

2.14 Taking Alternative Elective Course

A student may take an alternative elective course for repetition with the approval of the respective Dean. The better grade earned will be used in the computation of CGPA. The existing passed elective course shall be shown in the transcript as additional course.

2.15 Award of Undergraduate Degree

The student must meet the following criteria for the award of an undergraduate degree:

- i. Have completed the prescribed number of credit hours of the program.
- ii. Have completed all the courses to meet the requirement of the program credit hours as per the policy of the HEC as well as IU.
- iii. Obtained a minimum CGPA of 2.0.

2.16 Deferment of Semester(s)

A student may seek deferment from regular studies subject to the following conditions:

- i. Deferment will be requested before the commencement of a semester. The student will submit an online application using IqraApp which will be dually or duly approved by the departmental head /dean /associate dean /campus director.
- ii. In case of compulsions / circumstances beyond the control of the students. They may withdraw the semester during the semester.
- iii. The students have the requisite time available to complete their degree within the stipulated time.
- iv. The fee structure of the current semester in which the student will resume his/her studies after the end of the deferment period shall be applicable.

Career Pathway

Career Pathway for ADE (Associate Degree in Education**) Program**

- Tailored programs designed to lead directly into high-demand fields such as technology, healthcare, business, or creative arts.
- Credit transfer opportunities to top universities for students pursuing higher education.
- Meet the need of the market for professionally trained teacher.

Skill Developments

- Project-based curriculum with real-world applications to build critical thinking and practical expertise.
- Develop communication, teamwork, and leadership abilities.
- 21st century skill-based education

Specialized Courses

- Courses like Environmental Studies Global Perspective, Future Studies, Academic and Professional Writing, Capstone project-based learning for developing future need-based skills.

Global Perspectives

- Updated curriculum for future proof education at an affordable price.

Career Pathway for Bed (Bachelor in Education**) Program**

- A direct pathway to well-compensated teaching positions in private, public, and international schools.
- Develop the skills to open and manage your own educational ventures like coaching centers, tutoring services, or innovative learning platforms.
- Careers in curriculum design, education consultancy, e-learning development, and school administration.

Skill Developments

- Master innovative teaching techniques, student engagement strategies, and classroom management skills.
- Develop capabilities for leadership roles in schools, education startups, and NGOs.
- Learn to integrate technology into teaching, including tools like smartboards, e-learning software, and virtual classroom management.

Specialized Courses

- Courses tailored to modern needs, such as Inclusive Education, STEM Teaching, and Environmental Education.
- Specialized modules on setting up and managing educational businesses.
- Training aligned with international frameworks.

Global Perspectives

- Certification programs that qualify you to teach globally.
- Action research for solving field related problems.
- Capstone for research based for problem solving skills.

Career Pathway for MPhil Education (Master of Philosophy in Education) Program

- Qualify for prestigious positions as lecturer and senior lecturer in top universities globally.
- Prepare for high-paying careers as principals, education policy analysts, curriculum developers, and teacher trainers.
- Become a leader in educational research, driving innovation in teaching practices and policy formulation.
- Empower communities through educational initiatives, non-profit leadership, and development programs.
- Opportunities to work as learning and development consultants in corporate or NGO sectors.
- Qualify for roles in international schools, universities, and global education systems.

Skill Developments

- Master qualitative and quantitative research methodologies to explore and solve real-world educational challenges.
- Develop curricula aligned with the latest educational standards and pedagogical approaches.
- Learn how to effectively train teachers, conduct workshops, and serve as a resource person.

Specialized Courses

- All types of researches, comparative study of education system, specialized course in leadership, inclusive education and teacher education.

Global Perspectives

- Partner with international institutions for joint research projects and global learning experiences.
- Learn from globally recognized educators and researchers through guest lectures and mentorship.
- Emphasis on serving communities and addressing educational inequities.
- A degree designed for both scholarly prestige and practical application in high-impact roles.

Career Pathway for PhD Education (Doctor of Philosophy in Education) Program

- Qualify for prestigious positions as assistant professors, professors, deans, and education leaders in top universities globally.
- Lead impactful studies shaping educational policies and practices.

Skill Developments

- Master complex methodologies for high-impact research and publications.
- Gain skills to design, implement, and assess large-scale educational projects.

Specialized Courses

Specialization in leadership and management, curriculum designing, special education, teacher education,.

Global Perspectives

- Work on cross-border research projects with renowned educators worldwide.
- A Ph.D. in Education positions you as a thought leader in academia and beyond.

B.Ed. Curriculum (Hons)

BACHELOR OF EDUCATION 4 YEARS – B. ED (HONS)						
<u>STRUCTURE OF BED (4 YEARS) PROGRAM</u>			<u>CATEGORY: COURSES (CREDIT HOURS)</u>	<u>Total Cours es</u>	<u>Total Credit Hours</u>	
TOTAL CREDIT HOURS		136	GENERAL EDUCATION:	13	32	
TOTAL COURSES		48	MAJOR COURSES (Including CAPSTONE PROJECT):	27	77	
SEMESTERS:		8	ALLIED/INTERDISCIP LINARY COURSES:	4	12	
DURATION		4 Years	INTERNSHIP/FIELD EXPERIENCE:	4	15	
			Total Courses	48	136	
SCHEME OF STUDIES						
S#	COURSE CODES	CLASS	COURSE TITLE	CRED IT HOUR S	PRE-REQ	CO- REQ
Semester1						
1	HUM111	GEN ED	FUNCTIONAL ENGLISH	3 +0		
2	HMT221	GEN ED	ISLAMIC STUDIES/ETHICS	2+0		
3	EDU 611	MAJOR	URDU (REGIONAL LANGUAGE)	3+0		
4	CSC108	GEN ED	APPLICATIONS OF ICT (THEORY)	2+0		
5	CSC108-L	GEN ED	APPLICATIONS OF ICT (PRACTICAL)	1 +0		
6	EDU 622	MAJOR	FOUNDATION OF EDUCATION	3+0		
	TOTAL			14		

SEMESTER 2						
1	HMT231	GEN ED	PAKISTAN STUDIES	2+0		
2	DSC109	GEN ED	ENVIRONMENTAL SCIENCE AND SUSTAINABILITY (THEORY AND PRACTICE)	3+0		
	DSC109 –L					
3	EDU621	MAJOR	CHILD DEVELOPMENT	3+0		
4	MAT102	GEN EDU	INTRODUCTION TO MATHEMATICS	3+0		
5	HUM121	GE EDU	ACADEMIC AND PROFESSIONAL WRITING	3+0	FUNCTION AL ENGLISHH UM 111	
6	EDU622	MAJOR	GENERAL METHODS OF TEACHING	3+0		
	TOTAL			17		
SEMESTER 3						
1	HUM237	GEN ED	CIVIC AND COMMUNITY ENGAGEMENT	2+0		
2	EDU631	MAJOR	TEACHING ENGLISH	3+0	FUNCTION AL ENGLISH	HUM 111
3	EDU 632	MAJOR	EDUCATIONAL PSYCHOLOGY	3+0		
4	EDU633	MAJOR	INTRODUCTION TO STEM	3+0		
5	MAT202	GEN ED	INTRODUCTION TO STATISTIC	3+0	INTRODUC TION TO MATHEMA TICS	CSC 102
6	ENT241	GEN ED	INTRODUCTION TO EUNTRAPRENURESH IP	2+0	FUNCTION AL ENGLISH	HUM 111
7	HMT239	GEN ED	IDEOLOGY AND CONSTITUTION OF PAKISTAN	2+0		
	TOTAL			18		

SEMESTER 4						
1	EDU201	ALLIED	INTERDISCIPLINARY I/ART, CRAFTS& CALLIGRAPHY	3+0		
2	SSC251	GEN ED	PROFESSIONAL ETHICS AND MORALITY	2+0		
3	AHT231	GEN ED	CULTURE MEDIA AND SOCIETY	2+0		
4	EDU641	INTERNSHIP /PRACTICUM	TEACHING PRACTICE I (OBSERVATION)	3+0		
5	HUM113	ALLIED	INTERDISCIPLINARY II/SOCIOLOGY	3+0		
6	EDU642	MAJOR	ICT IN EDUCATION	2+0	APPLICATI ONS OF ICT	CSC1 08
	TOTAL			15		
SEMESTER 5						
1	DSC100	ALLIED	INTERDISCIPLINARY III/DEVELOPMENTAL STUDIES	3+0		
2	EDU651	MAJOR	TEACHING SCIENCE	3+0		
3	EDU652/TBR	MAJOR	TEACHING READING AND WRITING	2+0	FUNCTION AL ENGLISH	HUM 111
4	TBD653	MAJOR	CONTENT COURSE 1 I (FROM SELECTED DISCIPLINE)	3+0		
5	TBD654	MAJOR	CONTENT COURSE II (FROM SELECTED DISCIPLINE)	3+0		
6	EDU655	MAJOR	CLASSROOM MANAGEMENT	3+0		
	TOTAL			17		
SEMESTER 6						
1	EDU661	MAJOR	TEACHING MATHEMATICS	3+0	INTRODUC TION TO MATHEMA TICS	CSC1 02

2	EDU662	MAJOR	CLASSROOM ASSESSMENT	3+0		
3	EDU663	MAJOR	TEACHING SOCIAL STUDIES	3+0		
4	BUS111	ALLIED	INTERDISCIPLINARY IV/ FUNDAMENTALS OF MANAGMENT	3+0		
5	EDU664	MAJOR	CURRICULUM DEVELOPMENT	2+0	GENERAL METHODS OF TEACHING	EDU1 05
6	EDU 665	INTERNSHIP/PRAC TICUM	TEACHING PRACTICE II (SUPERVISED)	3+0	TEACHING PRACTICE I (OBSERVATION)	EDU2 05
	TOTAL			17		
SEMESTER 7						
1	EDU671	MAJOR	TEST DEVELOPMENT & EVALUATION	3+0	CLASSROOM ASSESSMENT	EDU2 06
2	EDU672	MAJOR	RESEARCH METHODS IN EDUCATION	3+0	ACADEMIC & PROFESSIONAL WRITING	HUM 121
					INTRO TO STATS	EDU1 11
3	HUM 673	MAJOR	COMMUNICATION SKILLS	3+0	FUNCTIONAL ENGLISH	HUM 111
4	TBD 674	MAJOR	PEDAGOGY OF SELECTED DISCIPLINE I	3+0		
5	TBD 675	MAJOR	PEDAGOGY OF SELECTED DISCIPLINE II	3+0		
6	EDU676	INTERNSHIP	TEACHING PRACTICE III (INDEPENDENT)	3+0		
	TOTAL			18		
SEMESTER 8						

1	EDU681	CAPSTONE	RESEARCH PROJECT	3+0	RESEARCH METHODS IN EDUCATIO N	EDU 416
2	EDU682/TBR	MAJOR	CONTEMPORARY ISSUES & TRENDS IN EDUCATION	2+0		
3	EDU683	INTERNSHIP/PRAC TICUM	TEACHING PRACTICE IV (INDEPENDENT)	6+0	TEACHING PRACTICE III (INDEPEND ENT)	EDU4 17
4	EDU684	MAJOR	GUIDANCE AND COUNSELLING	3+0		
6	EDU685	MAJOR	SCHOOL COMMUNITY & TEACHERS	3+0		
4	EDU686	MAJOR	SCHOOL MANAGEMENT	3+0	CLASSROO M MANAGEM ENT	EDU1 08
	TOTAL			20		

Course Outlines



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 102
Course Title	Child Development
Credit Hours	03
Prerequisite	none
Program	B.Ed

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2. Instructor and contact information

Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

The *Introduction to STEM* course provides student-teachers with a foundational understanding of STEM (Science, Technology, Engineering, and Mathematics) education. It explores the interdisciplinary nature of STEM, its pedagogical implications, and its significance in promoting innovation, problem-solving, and 21st-century skills. The course introduces student-teachers to integrated STEM teaching approaches, curriculum design, project-based learning (PBL), and real-world applications in school contexts. Emphasis is placed on equipping future educators with the skills, knowledge, and attitudes needed to foster inquiry, creativity, collaboration, and technological proficiency in learners through STEM education.

5. Course Objectives

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

- Understand the core principles and goals of STEM education in global and Pakistani contexts.

- Explore interdisciplinary and integrative approaches in STEM teaching and learning.
- Identify pedagogical strategies suitable for delivering effective STEM lessons.
- Develop and evaluate STEM-based lesson plans and classroom activities.
- Utilize digital tools and technologies to enhance STEM instruction.
- Promote critical thinking, creativity, and collaboration through STEM learning environments.
- Reflect on the role of STEM education in addressing local and global challenges.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate comprehensive understanding of key developmental theories and their relevance to teaching and learning.
- **CLO 1.2:** Analyze developmental milestones and variations across physical, cognitive, emotional, and social domains from birth through adolescence.

Skills

- **CLO 2.1:** Identify individual developmental needs, including those of children with learning differences, and apply developmentally appropriate strategies to support them.
- **CLO 2.2:** Design and evaluate inclusive learning environments that foster holistic development.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate the influence of family, culture, and social contexts on child development.
- **CLO 3.2:** Propose innovative strategies to address developmental challenges and promote resilience in learners.

Values and Professionalism

- **CLO 4.1:** Exhibit sensitivity to diverse developmental trajectories and uphold ethical, inclusive, and culturally responsive practices.
- **CLO 4.2:** Reflect on professional responsibilities and engage in continuous learning to enhance child-centered teaching practices.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with families, peers, and community members to create nurturing and developmentally appropriate learning environments.

7. Teaching and Assessment

Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group	Reflection Examination

		task/discussion	Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10, 11
5	CLO 5	PLO 1, 4 & 8

9. Course Contents

Session	Topic
1	Overview of growth and development Psychosocial models Behaviorism and socio-cultural models
2	Cognitive models Factors that affect the child: Key issues and controversies Approaches to classroom development
3	Unit introduction: Infant development The three domains of toddler development Developmentally appropriate practices for toddlers
4	The three domains of preschool child development Developmentally appropriate practices for preschool child development Unit review
5	Introduction to primary school-age child development Aspects of physical development Encouraging healthy physical development
6	Cognitive development: Overview and Piaget's concrete operational theory Cognitive development: Industriousness and intelligences Emotional development
7	Social development: Changes and parental roles Social development: Peer interaction, friendship, and growth Utilizing play in the classroom
8	Midterm
9	Teacher's influence on student motivation and unit conclusion

	Introduction and overview of physical development Social and emotional development I: Erikson and development of self-identity
10	Social and emotional development II: The adolescent peer group Social and emotional development III: Motivation and self-regulation Cognitive and linguistic development I: Piaget
11	Cognitive and linguistic development II: Vygotsky Cognitive and individual differences Conclusion and review
12	Differences in student learning and performance strengths Child development review I Child development review II
13	Recognizing disability and learning disorders I: Emotional and behavioral Recognizing disability and learning disorders II: Language, physical, and sensory Cognitive differences: Delays and giftedness Addressing special needs in the classroom: Differentiated instruction School resources and support services for special-needs students Reflection and review
14	The role of the nuclear and extended family Role of community, culture, and society within families Role of culture and society: Gender balance Role of culture and society: Influence of media Role of school, peers, and teachers Teachers' influence on child development
15	Schools, families, and communities as partners in child development Unit review Course reflection and review
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Referece Books

- Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson.
- Santrock, J. W. (2021). *Child development* (15th ed.). McGraw-Hill Education.
- Papalia, D. E., Feldman, R. D., & Martorell, G. (2019). *Experience human development* (14th ed.). McGraw-Hill Education.
- McDevitt, T. M., & Ormrod, J. E. (2016). *Child development and education* (6th ed.). Pearson.
- Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2020). *How children develop* (6th ed.). Worth Publishers.
- Feldman, R. S. (2017). *Development across the life span* (9th ed.). Pearson.
- Bee, H., & Boyd, D. (2013). *Lifespan development* (6th ed.). Pearson.
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development* (3rd ed.). SAGE Publications.
- Charlesworth, R. (2016). *Understanding child development* (10th ed.). Cengage Learning.
- Kumar, K. (2004). *Child development in India*. Rawat Publications.

14. Online Learning Material

- **UNICEF – Early Childhood Development**
➤ <https://www.unicef.org/early-childhood-development>
- **Zero to Three: National Center for Infants, Toddlers, and Families**
➤ <https://www.zerotothree.org>
- **CDC – Child Development Basics**
➤ <https://www.cdc.gov/ncbddd/childdevelopment/facts.html>
- **Harvard Center on the Developing Child**
➤ <https://developingchild.harvard.edu>
- **National Institute of Child Health and Human Development (NICHD)**
➤ <https://www.nichd.nih.gov/health/topics/child-dev>
- **Simply Psychology – Child Development Theories**
➤ <https://www.simplypsychology.org/child-development.html>
- **Verywell Family – Child Development Milestones**
➤ <https://www.verywellfamily.com/child-development-4157080>
- **The Child Development Institute**
➤ <https://childdevelopmentinfo.com>
- **Pakistan Institute of Education (PITE) & NECD Forums (Local Source)**
➤ <https://pite.gop.pk>

- **Khan Academy – Human Growth and Development (Video Lessons)**
➤ <https://www.khanacademy.org/test-prep/nclex-rn/growth-and-development>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

15. Course Code and General Information	
Course Code	EDU108
Course Title	Classroom Management
Credit Hours	03
Prerequisite	none
Program	B.Ed

16. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

17. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

18. Course Description
The <i>Classroom Management</i> course prepares future educators to establish and maintain a positive, productive, and inclusive classroom environment. The course covers key theories,

models, and practical strategies for managing student behavior, fostering engagement, and building a respectful classroom culture. Emphasis is placed on proactive and culturally responsive management techniques, understanding student motivation, and effective communication. Through reflective practices and real-life case analysis, student-teachers learn to address diverse classroom challenges, collaborate with school communities, and create environments conducive to learning and development.

19. Course Objectives

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

- Understand and apply various classroom management theories and models to maintain a positive learning environment.
- Develop proactive and inclusive behavior management strategies tailored to students' developmental and cultural needs.
- Use communication and conflict-resolution skills to promote respectful relationships and address behavioral challenges.
- Analyze the role of teacher-student relationships and classroom structures in fostering motivation and engagement.
- Collaborate with families, colleagues, and school communities to support student behavior and academic success.
- Reflect critically on classroom management practices to enhance their teaching effectiveness and professional growth.

20. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of foundational and contemporary theories and models of classroom and behavior management.
- **CLO 1.2:** Analyze the psychological, social, and cultural factors that influence student behavior and classroom dynamics.

Skills

- **CLO 2.1:** Design and implement proactive, inclusive, and developmentally appropriate classroom management plans.
- **CLO 2.2:** Apply effective communication, motivation, and conflict resolution techniques to promote a respectful and safe learning environment.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate the effectiveness of classroom management strategies and adapt practices to meet diverse learner needs.
- **CLO 3.2:** Propose innovative solutions to common classroom management challenges using reflective and research-based approaches.

Values and Professionalism

- **CLO 4.1:** Promote equity, inclusivity, and ethical responsibility in classroom practices that support all learners.
- **CLO 4.2:** Engage in self-assessment and professional reflection to continuously improve classroom management approaches.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with families, colleagues, and communities to develop consistent behavioral expectations and support systems for students

21. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Case studies Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Group work on teachers' school existing scenario discussion	Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

22. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4 & 8
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10 & 11
5	CLO 5	PLO 4, 8 & 11

23. Course Contents	
Session	Topic
1 & 2	Learning theories and classroom management <ul style="list-style-type: none"> classroom management personal philosophy about teaching and learning affect beliefs about classroom management well-managed classroom
3&4	The personal philosophy of Classroom management <ul style="list-style-type: none"> teaching and learning beliefs ways teachers can create a plan for teaching and learning

5&6	The features of classroom management <ul style="list-style-type: none"> • Planning, motivating, teaching, and assessing the curriculum • Differentiation of instruction • Multigrade classrooms • Overcrowded classrooms
7	Mid Term Exams
8&9	Critically analyze classroom observations and data collection <ul style="list-style-type: none"> • challenges teachers negotiate in the management of a classroom • classroom discipline and management differ classroom environment
10&11	Design an effective classroom environment <ul style="list-style-type: none"> • Identify resources for learning. • Use displays and visuals to enhance the learning environment in the classroom. • Arrange seating for different kinds of learning experiences. • Employ physical facilities to enhance the learning environment.
12,&13	Classroom routines and structures. <ul style="list-style-type: none"> • classroom routines and structures • the management of classroom time. • structures and routines in a multigrade context • deal with special needs and situations • routines and structures be used to teach specific subject content such as math, science, or literacy • routines and structures be used to promote cooperation and collaborative learning
14 & 15	An ethic of care in my classroom <ul style="list-style-type: none"> • Diverse classrooms as caring, democratic communities <ul style="list-style-type: none"> • Respectful relations between teachers, students, and parents. • the community in my classroom • routines and structures need to be put in place for community involvement in schools and classrooms • In what ways might community involvement be different in multigrade classroom • Diverse classrooms as caring, democratic communities • Diverse classrooms as caring, democratic communities
16	Final Examination

24. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board	10,11,12	10

	discussion box		
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
25. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

26. Text Book/ Reference Books

- Evertson, C. M., & Emmer, E. T. (2016). *Classroom management for middle and high school teachers* (10th ed.). Pearson.
- Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Harry K. Wong Publications.
- Jones, F. H. (2013). *Tools for teaching: Discipline, instruction, motivation* (2nd ed.). Fredric H. Jones & Associates.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- Charles, C. M., & Senter, G. W. (2011). *Building classroom discipline* (10th ed.). Pearson.
- Weinstein, C. S., Romano, M. E., & Mignano, A. J. (2016). *Elementary classroom management: Lessons from research and practice* (6th ed.). McGraw-Hill Education.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2012). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed.). Routledge.
- Emmer, E. T., & Evertson, C. M. (2012). *Classroom management for elementary teachers* (9th ed.). Pearson.
- Levin, J., Nolan, J. F., Kerr, J., & Elliott, A. (2018). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson.
- Doyle, W. (2006). *Classroom organization and management*. In E. E. Hoy & C. Miskel (Eds.), *Educational administration: Theory, research, and practice* (8th ed.). McGraw-Hill.

27. Online Learning Material

Edutopia – Classroom Management Strategies

► <https://www.edutopia.org/classroom-management>

ASCD – Association for Supervision and Curriculum Development

► <https://www.ascd.org/search?q=classroom+management>

The Teaching Channel – Videos on Classroom Management

► <https://www.teachingchannel.com/classroom-management/>

Understood.org – Behavior and Classroom Tips

► <https://www.understood.org>

American Psychological Association – Classroom Behavior Resources

➤ <https://www.apa.org/education/k12/classroom-management>

National Education Association (NEA) – Classroom Discipline Resources

➤ <https://www.nea.org/professional-excellence/classroom-management>

Classroom Management Ideas (Pinterest Boards and Blogs)

➤ <https://www.pinterest.com/search/pins/?q=classroom%20management>

Coursera – Classroom Management Courses

➤ <https://www.coursera.org>

Khan Academy – Teaching and Learning Resources

➤ <https://www.khanacademy.org/partner-content/teach>

Pakistan Ministry of Education – Teacher Training Portal (*Local Source*)

➤ <http://www.moe.gov.pk>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

28. Course Code and General Information

Course Code	EDU 312
Course Title	Contemporary Issues & Trends in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

29. Instructor and contact information

Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

30. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

31. Course Description

The *Contemporary Issues & Trends in Education* course critically explores the dynamic challenges and emerging trends that shape educational theory, policy, and practice at national and global levels. Student-teachers will examine the impact of sociocultural, political, economic, technological, and environmental factors on education systems. The course fosters

critical inquiry, reflective practice, and responsiveness to change, preparing future educators to navigate complex issues such as inclusive education, digital transformation, educational equity, curriculum reforms, teacher professionalism, and globalization. Through research, dialogue, and collaboration, student-teachers develop the knowledge and competencies necessary to become informed, innovative, and transformative education professionals.

32. Course Objectives

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

- Identify and analyze key contemporary issues and trends in education at local, national, and international levels.
- Understand the historical, political, and socio-economic contexts influencing educational reforms and challenges.
- Evaluate the impact of emerging technologies and global shifts on teaching, learning, and assessment practices.
- Promote inclusive, ethical, and sustainable approaches to educational development.
- Engage in reflective and critical discussions on education policies and practices.
- Conduct research and propose innovative responses to real-world educational challenges.

33. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate comprehensive understanding of current educational issues, policies, and global trends affecting the teaching and learning process
- **CLO 1.2:** Analyze the interplay of historical, socio-political, and economic factors in shaping contemporary educational systems and reforms.

Skills

- **CLO 2.1:** Evaluate the implications of contemporary issues for classroom practice, curriculum development, and assessment.
- **CLO 2.2:** Use ICT tools and research data to investigate emerging trends and effectively communicate findings and recommendations.

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical inquiry and reflective thinking to examine and respond to current and anticipated challenges in education.
- **CLO 3.2:** Propose innovative, research-informed strategies to address equity, inclusion, and quality in education.

Values and Professionalism

- **CLO 4.1:** Uphold ethical responsibility and professional integrity in analyzing and responding to educational challenges.
- **CLO 4.2:** Demonstrate commitment to continuous professional development in response to evolving educational landscapes.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, institutions, and communities to explore educational innovations and reform strategies.

34. Teaching and Assessment

Code		Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture	

		Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

35. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 5, 7, 8 & 9
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, & 10
5	CLO 5	PLO 4, 8 & 11

36. Course Contents

Session	Topic
1	<p>Introduction to contemporary issues in education</p> <p>The concept and understanding of contemporary issues in educational settings •</p> <p>Linkages and implications of issues in a local, national, and global context •</p> <p>Methods of exploring and investigating issues</p> <p>Student Teachers will develop an understanding of different issues and trends that affect education and explore the means of further investigating these.</p>
2	<p>Diversity • The impact of diversity on education</p> <p>Approaches to addressing diversity issues: ∴ Learning difficulties ∴ Language ∴ Religion ∴ Gender ∴ Culture ∴ Social and economic status</p> <p>• The role of education in addressing issues of diversity • Strategies and examples of diversity-inclusive pedagogy</p> <p>Define the concept of diversity explain different aspects of diversity discuss</p>

	the impact of diversity on education I identify the role of education in addressing diversity issues I apply diversity-inclusive pedagogy in professional practice.
3	<p>The role of peace education at the micro- and macro-levels.</p> <ul style="list-style-type: none"> • Introduction to peace education • Societal factors affecting peace in the Pakistani context <p>Conflicts in schools: ;; Tolerance ;; Bullying ;; Violence • Conflict resolution at the school level.</p> <ul style="list-style-type: none"> • The impact of peace issues on education • Peace education: A strategy for conflict resolution <p>By the end of Unit 3, Student Teachers will be able to: I defines the concepts of peace and peace education I identify and explain the major forms of conflict in society I explain the importance of peace education in Pakistan I determine the relationship between peace education and the development of society.</p>
4	<p>The role of schools in addressing contemporary issues</p> <ul style="list-style-type: none"> • The relationship between school and society • Schools as social agents and social critics • The importance of character education and skills development • Factors affecting the quality of schooling <p>identify the relationship between school and society I analyse the role of schools in developing active citizens and future professionals and in imparting democratic education I explain the factors affecting the quality of schooling</p>
5	<p>The changing role of the teacher</p> <ul style="list-style-type: none"> • The various roles of a teacher • The teacher's responsibility to value all learners • Teachers as world change agents • External issues affecting teachers' performance • Interpersonal and social issues in education • Internal issues affecting teachers' performance • Teachers' strategies to tackle the issues <p>I demonstrate an awareness of a teacher's responsibility to value the students and their issues I explain the teacher's role as change agent I apply teaching skills and problem-solving approaches that are useful for developing critical thinking and communication skills</p>
6	<p>Gender equality in education Week # Topics/themes 8 • Education as a basic human right (irrespective of gender, class, etc.) 9 • Gender disparity in education</p> <ul style="list-style-type: none"> • Girls' education • The role of educated mothers • The role of women in socio-economic development <p>identify and analyse the role of different stakeholders in maintaining effective human relationships within the school system I persuade people in favour of educating girls.</p>
7	<p>: Globalization, the Millennium Development Goals, and Education for All</p> <ul style="list-style-type: none"> • MDGs: General description and indicators • Implementation of the MDGs • Challenges and further strategies in the local context • EFA: General description and indicators • Implementation of EFA • Challenges and further strategies in the local context
8	Midterm Examination
9	<p>. The quality of education</p> <p>What is quality education</p>

	<p>Rote memorization versus active learning • Learner-centered teaching strategies High dropouts and poor academic performance challenges of examinations • Overcrowded classrooms and teacher-student ratios • Diversified curriculum • The privatization of education in Pakistan and associated problems • Medium or language of instruction •</p> <p>I identify indicators that affect the quality of education</p> <p>suggest best practices for improvement at the classroom and school level</p>
10	<p>Presentation</p> <p>Individual work presentation</p> <p>Developing Communication, Presentation, Confidence and arguments</p>
11	<p>Administrative issues: Impact on education Monitoring and supervision • Accountability and transparency • The right people in the right jobs • Resource deployment • The lack of training of administrative staff</p> <p>examines administrative issues that affect the education system at large. In particular, it explores the gaps between policy and implementation plans, the lack of political will, and systems of administrative governance.</p>
12	<p>Challenges in Pakistani school</p> <p>examines issues related to schools and schools systems that affect the education system at large</p>
13	<p>presentation</p> <p>Individual work presentation</p> <p>Developing Communication, Presentation, Confidence and arguments</p>
14	Project/Presentation
15	Project / Presentation
16	Final Examination

37. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

38. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

40. Text Book/ Referece Books

- Spring, J. (2021). *American education* (19th ed.). Routledge.
➤ <https://www.routledge.com/American-Education/Spring/p/book/9780367760173>
- Sadker, D. M., & Zittleman, K. R. (2021). *Teachers, schools, and society: A brief introduction to education* (5th ed.). McGraw-Hill Education.
➤ <https://www.mheducation.com/highered/product/teachers-schools-society-brief-introduction-education-sadker-zittleman/M9781264169972.html>
- Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
➤ <https://www.pearson.com/store/p/curriculum-foundations-principles-and-issues/P100000677087>
- Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE Publications.
➤ <https://us.sagepub.com/en-us/nam/the-curriculum/book232527>
- Levin, B., & Riffel, J. A. (2000). *Changing schools in a changing world*. Falmer Press.
➤ <https://www.routledge.com/Changing-Schools-in-a-Changing-World/Levin-Riffel/p/book/9780750709792>
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
➤ <https://www.routledge.com/Cultural-Diversity-and-Education-Foundations-Curriculum-and-Teaching/Banks/p/book/9781138824355>
- Sahlberg, P. (2021). *Finnish lessons 3.0: What can the world learn from educational change in Finland?* (3rd ed.). Teachers College Press.
➤ <https://www.tcpres.com/finnish-lessons-3.0-9780807768261>
- Rizvi, F., & Lingard, B. (2009). *Globalizing education policy*. Routledge.
➤ <https://www.routledge.com/Globalizing-Education-Policy/Rizvi-Lingard/p/book/9780415466080>
- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
➤ <https://www.tcpres.com/the-new-meaning-of-educational-change-9780807756800>
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute.
➤ <https://learningpolicyinstitute.org/product/educating-whole-child-report>

41. Online Learning Material

- **UNESCO – Education Topics and Reports**
➤ <https://www.unesco.org/en/education>
- **World Bank – Education Overview and Reports**

- <https://www.worldbank.org/en/topic/education>
- **Global Education Monitoring Report (UNESCO)**
- <https://www.education-progress.org>
- **Brookings Institution – Center for Universal Education**
- <https://www.brookings.edu/center/center-for-universal-education/>
- **The Conversation – Education Section**
- <https://theconversation.com/global/topics/education-17>
- **Education International – Global Teacher Issues**
- <https://www.ei-ie.org>
- **OECD – Education at a Glance & Trends**
- <https://www.oecd.org/education/>
- **International Bureau of Education (IBE) – UNESCO**
- <https://www.ibe.unesco.org/en>
- **Pakistan Education Statistics – Academy of Educational Planning and Management (AEPAM)**
- <http://www.aepam.edu.pk>
- **Teachers Without Borders – Education Resources**
- <https://www.teacherswithoutborders.org>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

42. Course Code and General Information	
Course Code	EDU 313
Course Title	Curriculum Development
Credit Hours	03
Prerequisite	none
Program	B.Ed

43. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

44. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

45. Course Description
The <i>Curriculum Development</i> course explores the foundational principles, models, and

processes involved in designing, implementing, and evaluating educational curricula. It examines the historical, philosophical, sociocultural, and political influences that shape curriculum design at various educational levels. Student-teachers will critically analyze national and international curriculum frameworks, reflect on the alignment between curriculum, pedagogy, and assessment, and develop the skills to design contextually relevant and inclusive curricula. The course encourages collaboration, innovation, and reflective practice to equip future educators with the knowledge and tools to contribute meaningfully to curriculum reform and educational improvement.

46. Course Objectives

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

- Understand key concepts, theories, and models related to curriculum development.
- Analyze the historical, social, cultural, and political influences on curriculum design.
- Evaluate national and international curriculum frameworks and reforms.
- Design developmentally appropriate and inclusive curricula aligned with learning goals and standards.
- Apply curriculum development processes including planning, implementation, and evaluation.
- Reflect on the role of teachers as curriculum developers and change agents in education.

47. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate a comprehensive understanding of curriculum concepts, theoretical foundations, and development models.
- **CLO 1.2:** Analyze the sociocultural, historical, and political influences on curriculum planning and reform efforts.

Skills

- **CLO 2.1:** Design learner-centered, inclusive, and outcomes-based curricula aligned with national standards.
- **CLO 2.2:** Apply appropriate methods to implement and evaluate curriculum effectiveness in diverse educational settings.

Critical Thinking & Innovation

- **CLO 3.1:** Critically examine contemporary curriculum reforms and propose innovative, context-relevant improvements.
- **CLO 3.2:** Integrate research findings and emerging trends into curriculum design and evaluation processes.

Values and Professionalism

- **CLO 4.1:** Promote ethical, inclusive, and culturally responsive curriculum practices.
- **CLO 4.2:** Reflect on the role of teachers as professionals and curriculum developers in advancing education quality.

Collaboration and Community Engagement

- **CLO 5:** Engage with peers, institutions, and community stakeholders in the process of curriculum development and reform.

48. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
	Identify and explain basic		

	concepts of Child Development		
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

49. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

50. Course Contents	
Session	Topic
1	Introduction to Curriculum : meaning, definitions, elements and characteristics of curriculum
2	Need and Importance of Curriculum
3	Types of Curriculum

4	Models of Curriculum Rational models • Tyler model • Hilda Taba model Cyclic model Wheeler
5	Curriculum aims, goals and objectives
6	Taxonomies of educational objectives • Cognitive domain • Affective domain • Psychomotor domain Solo taxonomy of educational objectives
7	Revision of all the taught topics Students' portfolio
8	Mid-term Examination
9	Foundations of Curriculum Philosophical Foundation of Curriculum
10	Psychological foundation Sociological foundation
11	Curriculum development processes interactive discussion ,interactive lecture
12	Internal and external factors influencing the curriculum development process interactive lecture ,academic forum, and debates
13	Curriculum development in Pakistan academic forum, and debates
14	Curriculum evaluation The nature of evaluation • Functions of evaluation • Types of evaluation • The role of evaluation in curriculum improvement Power point Presentations demonstration
15	Revision of all the taught topics student portfolio
16	Final Term Examination

51. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5.6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

52. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80

'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

54. Text Book/ Referece Books

- Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
 ➤ <https://www.pearson.com/store/p/curriculum-foundations-principles-and-issues/P100000677087>
- Print, M. (1993). *Curriculum development and design* (2nd ed.). Allen & Unwin.
 ➤ <https://www.worldcat.org/title/27811571>
- Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE Publications.
 ➤ <https://us.sagepub.com/en-us/nam/the-curriculum/book232527>
- Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Pearson.
 ➤ <https://www.pearson.com/en-us/subject-catalog/p/curriculum-development-a-guide-to-practice/P200000003146>
- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.
 ➤ <https://press.uchicago.edu/ucp/books/book/chicago/B/bo13179771.html>
- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.
 ➤ <https://www.worldcat.org/title/303756>
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Pearson.
 ➤ <https://www.pearson.com/store/p/curriculum-alternative-approaches-ongoing-issues/P100000677240>
- Pinar, W. F. (2012). *What is curriculum theory?* (2nd ed.). Routledge.
 ➤ <https://www.routledge.com/What-Is-Curriculum-Theory/Pinar/p/book/9780415804110>
- Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). McGraw-Hill Education.
 ➤ <https://www.worldcat.org/title/52566028>
- Null, W. (2011). *Curriculum: From theory to practice*. Rowman & Littlefield Publishers.
 ➤ <https://rowman.com/ISBN/9780742570310/Curriculum-From-Theory-to-Practice>

55. Online Learning Material

UNESCO – Curriculum Development Portal

➤ <https://www.unesco.org/en/themes/education/curriculum>

National Curriculum Council Pakistan

<http://www.mofept.gov.pk/Detail/OGUzMjYxYTAAtNTcyNC00ZGYzLWFmN2UtM2Y0MGMyOWY2OWYz>

ERIC (Education Resources Information Center) – Curriculum Development

➤ <https://eric.ed.gov/?q=curriculum+development>

International Bureau of Education (IBE) – UNESCO

➤ <https://www.ibe.unesco.org/en>

OECD – Curriculum and Learning Innovation

➤ <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/>

Learning Policy Institute – Curriculum Resources

➤ <https://learningpolicyinstitute.org>

Edutopia – Curriculum and Instruction

➤ <https://www.edutopia.org/topic/curriculum-planning>

British Council – Curriculum Design in Education

➤ <https://www.britishcouncil.org/school-resources/find/curriculum>

Education Corner – Curriculum Development

➤ <https://www.educationcorner.com/curriculum-development.html>

Open University – Curriculum Design and Development Course (Free)

➤ <https://www.open.edu/openlearn/education-development/curriculum-design-and-development>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

56. Course Code and General Information	
Course Code	EDU 311
Course Title	Educational Psychology
Credit Hours	03
Prerequisite	none
Program	B.Ed
57. Instructor and contact information	
Faculty Name	
Contact Number	

Email Address	
Office Number	
Office Hours	

58. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

59. Course Description

The course *Educational Psychology* introduces student-teachers to the psychological principles that underpin effective teaching and learning. It explores major theories of human development, learning, motivation, cognition, and individual differences in the educational context. The course focuses on understanding how students learn and develop, applying psychological knowledge to classroom practices, and addressing the diverse needs of learners. Student-teachers will also explore classroom assessment, behavior management, and inclusive strategies to support all learners. Emphasizing reflective and research-informed practice, this course equips future educators to foster positive learning environments and promote holistic student development.

60. Course Objectives

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

- Understand key psychological theories and principles related to learning and development.
- Apply psychological concepts to enhance teaching effectiveness and learner engagement.
- Recognize individual differences among learners, including cognitive, emotional, and social aspects.

- Address students' developmental and learning needs through inclusive and supportive strategies.
- Evaluate the role of motivation, cognition, and assessment in improving student learning.
- Reflect on the application of educational psychology in real classroom settings to support professional growth.

61. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of core theories of learning, development, and motivation relevant to educational practice.
- **CLO 1.2:** Analyze the role of psychological, social, and cultural factors in influencing learner behavior and academic outcomes.

Skills

- **CLO 2.1:** Apply psychological principles to design developmentally appropriate, learner-centered instructional strategies.
- **CLO 2.2:** Identify and respond to individual differences, including students with special educational needs, through evidence-based interventions.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate learning environments and suggest strategies to enhance learner motivation, engagement, and achievement.
- **CLO 3.2:** Integrate current research and trends in educational psychology to address classroom challenges innovatively.

Values and Professionalism

- **CLO 4.1:** Promote inclusive, ethical, and respectful learning environments that support the well-being of all students.
- **CLO 4.2:** Reflect on personal teaching practices using psychological insights to improve educational outcomes and professional competence.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with families, school professionals, and communities to support students' psychological and educational development.

62. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Formative assessment Quizzes Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group	Reflection Examination

		task/discussion	
		Reading tasks	Quizzes examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Values and Professionalism		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Examination

63. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4 & 5
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6, & 10
5	CLO 5	PLO 4, 8 & 11

64. Course Contents	
Session	Topic
1	INTRODUCTION TO PSYCHOLOGY <ul style="list-style-type: none"> Scientific approach Goals of Psychology Key issues of Psychology Branches of Psychology origin of psychology
2	APPROACHES IN PSYCHOLOGY Historical Approaches <ul style="list-style-type: none"> Structuralism Functionalism Gestalt Modern Approaches <ul style="list-style-type: none"> Psychodynamic perspective Behavioral perspective Humanistic perspective Cognitive perspective Socio-cultural perspective

	<ul style="list-style-type: none"> ● Evolutionary perspective ● Eclectic approach
3	PERSONALITY <ul style="list-style-type: none"> ● Psychodynamic Approaches in Personality ● Trait Approaches ● Learning Approaches to Personality ● Biological and Evolutionary Approaches ● Humanistic Approaches ● Personality assessment
4	LEARNING Behavioral approaches / theories of learning <ul style="list-style-type: none"> ● Classical Conditioning ● Operant Conditioning Cognitive approaches / theories of learning <ul style="list-style-type: none"> ● Social Learning Theories
5	RESEARCH IN PSYCHOLOGY <ul style="list-style-type: none"> ● The nature and aims of research in psychology ● Difference between scientific and non-scientific approaches in research ● Types of Psychological Research ● Research Process
6	MOTIVATION <ul style="list-style-type: none"> ● Motivational Process ● Intrinsic and Extrinsic Motivation EMOTIONS Understanding Emotional Experiences <ul style="list-style-type: none"> ● Theories of Emotions ● Functions of emotions Emotional Intelligence
7	Neuroscience and behavior <ul style="list-style-type: none"> ● Neurons ● The nervous system and the Endocrine System ● The Brain
8	
9	SENSATION AND PERCEPTION <ul style="list-style-type: none"> ● What is Sensation? ● What is perception? ● Perceptual process. ● Perceptual Organization ● Social Perception ● Stereotyping

	<ul style="list-style-type: none"> ● Attribution
10	Cognition and Language <ul style="list-style-type: none"> ● Thinking and reasoning ● Problem solving language
11	MEMORY AND FORGETTING Definition of Memory Process of Memory Stages of Memory Causes of Memory Failure How to Improve Memory Forgetfulness
12	INTELLIGENCE <ul style="list-style-type: none"> ● Theories of Intelligence ● Practical Intelligence ● Assessing Intelligence ● Intellectual Disabilities ● Gifted intelligence Genetic and Environmental Differences
13	SOCIAL PSYCHOLOGY Social Cognition <ul style="list-style-type: none"> ● Attribution ● Locus of Control ● Attitudes and Persuasion ● Prosocial Behavior ● Social Relations
14	STRESS, HEALTH AND COPING <ul style="list-style-type: none"> ● Introduction of connection of mind and body in health. ● Role of stress in health ● Stress management ● Stress and personality
15	PSYCHOLOGY Disorders and Psychological treatments <ul style="list-style-type: none"> ● Recognizing Abnormal Behavior ● Categories of Psychological Disorders ● Psychotherapies
16	Final Examination

65. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 10	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%

5	Assignment	5	10%
6	Final Examination	16	40%

66. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

67. Text Book/ Referece Books
<ul style="list-style-type: none"> • Woolfolk, A. (2020). <i>Educational psychology</i> (14th ed.). Pearson. ➤ https://www.pearson.com/store/p/educational-psychology/P100000883969 • Santrock, J. W. (2018). <i>Educational psychology</i> (6th ed.). McGraw-Hill Education. ➤ https://www.mheducation.com/highered/product/educational-psychology-santrock/M9781259918420.html • Ormrod, J. E. (2017). <i>Educational psychology: Developing learners</i> (9th ed.). Pearson. ➤ https://www.pearson.com/store/p/educational-psychology-developing-learners/P100000455093 • Schunk, D. H. (2016). <i>Learning theories: An educational perspective</i> (7th ed.). Pearson. ➤ https://www.pearson.com/store/p/learning-theories-an-educational-perspective/P100000679010 • McDevitt, T. M., & Ormrod, J. E. (2015). <i>Child development and education</i> (6th ed.). Pearson. ➤ https://www.pearson.com/store/p/child-development-and-education/P100000602072 • Slavin, R. E. (2018). <i>Educational psychology: Theory and practice</i> (12th ed.). Pearson. ➤ https://www.pearson.com/store/p/educational-psychology-theory-and-practice/P100000631873 • Berliner, D. C., & Calfee, R. C. (Eds.). (2013). <i>Handbook of educational psychology</i> (2nd ed.). Routledge. ➤ https://www.routledge.com/Handbook-of-Educational-Psychology-2nd-Edition/Berliner-Calfee/p/book/9780805869871 • Mayer, R. E. (2020). <i>Learning and instruction</i> (3rd ed.). Pearson. ➤ https://www.pearson.com/store/p/learning-and-instruction/P100000414764 • Slavin, R. E. (2017). <i>Educational psychology: Theory and practice</i> (12th ed.). Pearson.

➤ <https://www.pearson.com/store/p/educational-psychology-theory-and-practice/P100000631873>

- Santrock, J. W. (2017). *A topical approach to life-span development* (9th ed.). McGraw-Hill Education.

➤ <https://www.mheducation.com/highered/product/topical-approach-life-span-development-santrock/M9781259924008.html>

68. Online Learning Material

- **American Psychological Association – Educational Psychology Resources**

➤ <https://www.apa.org/education/k12/psychology>

- **Simply Psychology – Educational Psychology Articles**

➤ <https://www.simplypsychology.org/educational-psychology.html>

- **ERIC – Educational Psychology Research**

➤ <https://eric.ed.gov/?q=educational+psychology>

- **National Association of School Psychologists (NASP)**

➤ <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-educational-psychology>

- **Education.com – Educational Psychology Resources**

➤ <https://www.education.com/resources/educational-psychology/>

- **OpenStax – Psychology (Free Textbook)**

➤ <https://openstax.org/details/books/psychology>

- **Khan Academy – Psychology & Cognitive Science**

➤ <https://www.khanacademy.org/science/psychology>

- **Verywell Mind – Educational Psychology**

➤ <https://www.verywellmind.com/what-is-educational-psychology-2795166>

- **Edutopia – Social and Emotional Learning & Psychology**

➤ <https://www.edutopia.org/social-emotional-learning>

- **Teaching Tolerance – Resources for Psychological Development**

➤ <https://www.learningforjustice.org>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

69. Course Code and General Information

Course Code	
Course Title	FOUNDATIONS OF EDUCATION
Credit Hours	03
Prerequisite	none
Program	B.Ed

70. Instructor and contact information

Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	Monday, Tuesday, Wednesday, Thursday & Sunday (9:00 – 5:00)

71. Program Learning Outcomes (PLOs)

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education

- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

72. Course Description

Foundations of Education provides student-teachers with a comprehensive understanding of the historical, philosophical, sociological, and political underpinnings of education. The course explores how foundational perspectives influence educational goals, curricula, policies, and teaching practices. It critically examines the role of education in social transformation, cultural development, national integration, and global citizenship. Through inquiry, reflection, and discourse, student-teachers will connect theoretical insights with practical realities, enabling them to become ethically grounded, critically aware, and socially responsible educators.

73. Course Objectives

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

- Understand key philosophical, historical, and sociological foundations of education.
- Examine how educational philosophies and ideologies have shaped schooling and curriculum over time..
- Analyze the role of education in promoting equity, citizenship, and social justice.
- Reflect on the relationship between education and culture, identity, and national development.
- Understand the influence of global trends and policies on national educational systems.
- Apply foundational knowledge to critically evaluate current educational practices and policies.

74. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of major educational philosophies, historical movements, and sociological perspectives in education.
- **CLO 1.2:** Analyze how foundational theories and ideologies have influenced educational systems, goals, and practices.

Skills

- **CLO 2.1:** Apply foundational concepts to examine and evaluate current educational practices, curriculum decisions, and policy frameworks.
- **CLO 2.2:** Use critical and reflective thinking to explore education's role in social change, national identity, and development.

Critical Thinking & Innovation

- **CLO 3.1:** Engage with diverse educational ideas and propose innovative approaches that align with philosophical and sociocultural foundations.
- **CLO 3.2:** Integrate contemporary global and national trends with foundational theories to inform future educational directions..

Values and Professionalism

- **CLO 4.1:** Demonstrate commitment to ethical values, inclusive education, and democratic principles in teaching and learning..
- **CLO 4.2:** Reflect on personal beliefs, cultural identity, and professional values as an educator in a diverse society.

Collaboration and Community Engagement

- **CLO 5:** Participate in informed dialogue and collaboration with peers and communities to promote educational equity and civic responsibility.

75. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings articles, Group work on teachers' school existing scenario discussion	Case studies Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group work	Case studies Group work and presentations
5	Collaboration and Community Engagement		
	CLO 5	Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

76. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5, 9 & 10
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6 & 10
5	CLO 5	PLO 4, 8 & 11

77. Course Contents	
Session	Topic
1	Ideological Foundations of Education. <ul style="list-style-type: none"> • Concept of Education • Islamic Foundation • The Islamic concept of peace The interaction of other religions with Islam in an Islamic state • The roles and expectations of the teacher
2	The philosophical foundations of education <ul style="list-style-type: none"> • The nature, scope, and function of the philosophy of education The role of educational philosophy 5 Main philosophical thoughts or schools of thought
3	Idealism in education Realism in education
4	The philosophical foundations of education Pragmatism in education Critical philosophical theories in education
5	The sociological foundations of education The functionalist perspectives on education The conflict perspectives on education
6	The sociological foundations of education The interactionist perspectives on education
7	The psychological foundations of education The behaviorist perspective on education The constructivist perspective on education
8	Mid Term Exams
9	The psychological foundations of education The social cognitivist perspective on education. The humanist perspective on education Instruction, learning process, and assessment strategies in light of the psychological perspective
10	The historical foundations of education The education system before the British invasion of the subcontinent Darul Uloom Deoband Darul Uloom Nadwat-ul-Ulma
11	The historical foundations of education

	Pakistan's education system (in light of education policies) • The state of elementary education • The state of secondary education • The state of tertiary education and the role of the HEC • The influence of the 18th amendment on education and thereafter
12	The historical foundations of education Pre Pakistan period (712 A.D) Period from 1947-1958 Period from 1959-1971 Period from 1972-1979 Period from 1980-1991 Period from 1980-1991 Period from 1992-to date
13	Challenges and Prospects in Education System in Pakistan Poor conditions of schools. Segregation in the education system. Poor teacher training
14	Challenges and Prospects in Education System in Pakistan The role of teachers in nation-building. Teacher training to address individual differences. The move against corruption
15	Aims of Education
16	Final Examination

78. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
79. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

81. Text Book/ Referece Books
Ornstein, A. C., & Hunkins, F. P. (2018). <i>Foundations of education</i> (12th ed.). Cengage Learning.

► <https://www.cengage.com/c/foundations-of-education-12e-ornstein/>

Kawulich, B., & Yost, D. (2014). *Foundations of education: Instructional strategies for teaching middle and secondary school* (6th ed.). Pearson.

► <https://www.pearson.com/store/p/foundations-of-education-instructional-strategies-for-teaching-middle-and-secondary-school/P100000352947>

Schiro, M. (2013). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). SAGE Publications.

► <https://us.sagepub.com/en-us/nam/curriculum-theory/book233799>

Flinders, D. J., & Thornton, S. J. (2013). *The curriculum studies reader* (3rd ed.). Routledge.

► <https://www.routledge.com/The-Curriculum-Studies-Reader-3rd-Edition/Flinders-Thornton/p/book/9780415808934>

Brubacher, J. S. (2011). *On the philosophy of education* (3rd ed.). Routledge.

► <https://www.routledge.com/On-the-Philosophy-of-Education/Brubacher/p/book/9780205002979>

Good, T. L., & Brophy, J. E. (2008). *Foundations of education* (7th ed.). Pearson.

► <https://www.pearson.com/store/p/foundations-of-education/>

Adams, F. M., & Hamm, M. E. (2013). *Education in the United States: Foundations and practices* (7th ed.). Pearson.

► <https://www.pearson.com/store/p/education-in-the-united-states-foundations-and-practices/P100000677102>

Ryan, K. (2013). *Philosophy of education: An anthology*. Wiley-Blackwell.

► <https://www.wiley.com/en-us/Philosophy+of+Education%3A+An+Anthology%2C+3rd+Edition-p-9781118329703>

Jackson, P. W. (2013). *Life in classrooms*. Teachers College Press.

► <https://www.tcpress.com/life-in-classrooms-9780807747594>

Goodlad, J. I. (1990). *Teachers for our nation's schools*. Jossey-Bass.

► <https://www.wiley.com/en-us/Teachers+for+Our+Nation%27s+Schools-p-9780471522722>

82. Online Learning Material

- **Stanford Encyclopedia of Philosophy – Philosophy of Education**

► <https://plato.stanford.edu/entries/education-philosophy/>

- **ERIC – Education Resources Information Center**

- <https://eric.ed.gov/?q=foundations+of+education>
- **Open Education Resources (OER) Commons – Foundations of Education**
- <https://www.oercommons.org/courses/foundations-of-education>
- **The Glossary of Education Reform**
- <https://www.edglossary.org/>
- **National Education Association (NEA) – Education Topics**
- <https://www.nea.org/professional-excellence/student-engagement/tools-tips/foundations-education>
- **TeachThought – Foundations of Education Articles**
- <https://www.teachthought.com/category/education-future/>
- **The British Educational Research Association (BERA)**
- <https://www.bera.ac.uk/>
- **Khan Academy – Teaching and Learning Foundations**
- <https://www.khanacademy.org/college-careers-more/education-advancement>
- **World Bank – Education Overview**
- <https://www.worldbank.org/en/topic/education/overview>
- **Education Corner – Foundations of Education**
- <https://www.educationcorner.com/foundations-of-education.html>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

83. Course Code and General Information	
Course Code	EDU 322
Course Title	Introduction to Guidance and Counselling
Credit Hours	03
Prerequisite	none
Program	B.Ed

84. Instructor and contact information	
Faculty Name	Dr Anjum Bano Kazimi
Contact Number	
Email Address	
Office Number	
Office Hours	

85. Program Learning Outcomes
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

86. Course Description
<p><i>Introduction to Guidance and Counselling</i> course is designed to equip future educators with essential knowledge, skills, and attitudes to support the personal, social, academic, and career development of learners. The course explores foundational concepts, theories, and practices of guidance and counselling in educational settings. It emphasizes the role of teachers as facilitators of student growth, recognizing individual needs and providing appropriate support systems. The course highlights ethical considerations, inclusive practices, and collaboration with families and communities. By integrating theory with practice, student-teachers will be prepared to create supportive and nurturing environments that foster students' well-being and holistic development.</p>
87. Course Objectives
<p>By the end of the course, student-teachers will be able to:</p>

- Understand the key concepts, principles, and types of guidance and counselling in education.
- Recognize the role of guidance and counselling in supporting learners' academic, personal, social, and career development.
- Identify student needs and apply appropriate counselling strategies and techniques in classroom settings.
- Collaborate with parents, colleagues, and community resources to provide comprehensive student support.
- Uphold ethical and professional standards in guidance and counselling practices.
- Reflect on their roles as supportive educators and facilitators of student well-being.

88. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the theoretical foundations, principles, and types of guidance and counselling.
- **CLO 1.2:** Explain the developmental needs of learners and the importance of guidance and counselling in educational contexts..

Skills

- **CLO 2.1:** Identify students' academic, emotional, behavioral, and career-related concerns and respond with appropriate strategies.
- **CLO 2.2:** Apply basic counselling techniques and supportive interventions to help learners in diverse situations.

Critical Thinking & Innovation

- **CLO 3.1:** Analyze real-life classroom situations and propose innovative, context-appropriate guidance strategies.
- **CLO 3.2:** Utilize current research and data to inform counselling practices and address emerging student needs.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, confidentiality, and respect for diversity in guidance and counselling practices.
- **CLO 4.2:** Reflect on one's own counselling skills and attitudes to improve professional effectiveness and student support.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with families, school personnel, and community organizations to create a supportive network for students.

89. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture	Group Project

		Reading Group Project	presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

90. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 4, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4, 5 & 6
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 4,8 & 11
5	CLO 5	PLO 1, 4 & 8

91. Course Contents	
Session	Topic
1	Introduction to guidance and counseling: ✓ Introduction to guidance and counselling ✓ The basic concepts of guidance and counselling: Guidance, counselling, and psychotherapy The Islamic concept of guidance and counselling.
2	✓ The scope of guidance and counselling: family, administration, and peers ✓ Principles of guidance and counselling Types of guidance and counselling: Educational and personal
3	✓ Types of guidance and counselling: Social and vocational ✓ Theories of guidance and counselling • Carl Roger

	<ul style="list-style-type: none"> ✓ • Erik Erikson ✓ • Alfred Adler • B. F. Skinner
4	The course instructor as a counselor <ul style="list-style-type: none"> ✓ Qualities of a counsellor: Personal and professional ✓ Guidance services that a teacher can provide
5	<ul style="list-style-type: none"> ✓ The teacher as an agent of change: Problems in the classroom for guidance and counseling The teacher as an agent of change: Issues in school for change
6	<ul style="list-style-type: none"> ✓ The role of a teacher as a counsellor in classroom for improving academic performance The role of a teacher as a change agent in school Ethical considerations of guidance and counselling
7	<ul style="list-style-type: none"> ✓ Procedures and tools for guidance and counseling ✓ Steps and procedures of counselling reading and discussion material, case studies, poster-writing Strategies for solving problems or staging interventions
8	Midterm
9	Techniques and strategies for problem-solving • Observation <ul style="list-style-type: none"> ✓ Interview ✓ Cumulative record
10	<ul style="list-style-type: none"> ✓ Questionnaire ✓ Case study <ul style="list-style-type: none"> ✓ Referring cases to the concerned professionals
11	<ul style="list-style-type: none"> ✓ School-wide guidance and counseling ✓ Problems and issues in primary schools: Educational, social, physical, psychological, and career ✓ Initiating guidance programmes in schools: ✓ Needs assessment Session
12	<ul style="list-style-type: none"> ✓ Initiating guidance programmes in schools: Support structure
13	<ul style="list-style-type: none"> ✓ Initiating guidance programmes in schools: Tasks and activities Initiating guidance programmes in schools: Assessment of guidance and counselling programmes
14	<ul style="list-style-type: none"> ✓ Involving various stakeholders in the guidance programme: Parents Involving various stakeholders in the guidance programme: Community
15	Visualizing action plans
16	Final Examination

92. Schedule of Assessment Tasks for Students During the Semester

S.	Course Assessment Method	Week Due	Percent of Total
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No.			Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

93. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

95. Text Book/ Reference Books

- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
► <https://www.cengage.com/c/theory-and-practice-of-counseling-and-psychotherapy-10e-corey/>
- Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
► <https://www.pearson.com/store/p/counseling-a-comprehensive-profession/P100000654187>
- Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to guidance* (8th ed.). Pearson.
► <https://www.pearson.com/store/p/introduction-to-guidance/P100000345258>
- Neukrug, E. (2017). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning.
► <https://www.cengage.com/c/the-world-of-the-counselor-an-introduction-to-the-counseling-profession-5e-neukrug/>
- Feltham, C., & Horton, I. (Eds.). (2006). *The SAGE handbook of counselling and psychotherapy*. SAGE Publications.
► <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-counselling-and-psychotherapy/book227902>
- Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to counseling and guidance* (6th ed.). Pearson.
► <https://www.pearson.com/store/p/introduction-to-counseling-and-guidance/P100000338832>
- Egan, G. (2013). *The skilled helper: A problem-management approach to helping* (10th ed.). Brooks/Cole.
► <https://www.cengage.com/c/the-skilled-helper-a-problem-management-approach-to-helping-10e-egan/>
- Remley, T. P., & Herlihy, B. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Pearson.
► <https://www.pearson.com/store/p/ethical-legal-and-professional-issues-in-counseling/P100000496997>
- Shertzer, B., & Stone, S. C. (1980). *Fundamentals of counseling*. Houghton Mifflin.

► <https://www.hmhco.com/shop/k12/Fundamentals-of-Counseling/9780395204304>

- Sweeney, T. J. (2013). *Counseling children*. Routledge.
- <https://www.routledge.com/Counseling-Children/Sweeney/p/book/9780415996305>

Department of Education

Course Outline

96. Course Code and General Information	
Course Code	EDU 200
Course Title	Teaching Reading and Writing
Credit Hours	03
Prerequisite	none
Program	B.Ed.

97. Instructor and contact information	
Faculty Name	Dr. Irfan Sheikh
Contact Number	
Email Address	dr.irfan@iqra.edu.pk
Office Number	
Office Hours	

98. Program Objectives	
<ul style="list-style-type: none"> ● PLO 1: Demonstrate the ability to deliver high-quality teaching and perform associated professional tasks to enhance the overall quality of education in schools. ● PLO 2: Integrate theoretical frameworks with practical experiences in a reflective, innovative, and contextually relevant manner. ● PLO 3: Recognize and nurture the full potential and wellbeing of all learners, including those with diverse learning needs, ensuring inclusive education practices. ● PLO 4: Collaborate effectively with schools, families, and communities to identify, examine, and address students' needs and challenges in a safe and supportive environment. ● PLO 5: Exhibit in-depth knowledge of subject content, pedagogical theories, and alternative assessment methods to foster meaningful learning experiences. ● PLO 6: Develop professional competencies and a reflective understanding of teaching as a thoughtful, intellectual, and socially responsible endeavor. ● PLO 7: Conduct and apply educational research to inform practice and address emerging challenges in professional teaching contexts. ● PLO 8: Demonstrate effective communication skills, including proficiency in language use and the application of Information and Communication Technologies (ICT) for educational purposes. ● PLO 9: Apply critical inquiry skills to engage intellectually, think creatively, innovate, and embrace diverse perspectives and emerging educational trends. ● PLO 10: Pursue continuous professional development and lifelong learning to enhance teaching practices and educational outcomes. ● PLO 11: Critically evaluate and align teaching practices with national and global standards to ensure relevance, quality, and continuous improvement in education. 	

99. Course Description

The course *Teaching Reading and Writing* is designed to provide future educators with the necessary knowledge and skills to teach reading and writing effectively. This course bridges theoretical understanding with practical application, focusing on key literacy theories, developmental stages, instructional strategies, and assessment techniques. Emphasis is placed on inclusive teaching practices, addressing the needs of diverse learners, and fostering a supportive learning environment. Aligned with the B.Ed. program's goals, the course encourages reflective practices, critical inquiry, and collaboration with peers, schools, and communities, ensuring student-teachers are equipped to enhance literacy outcomes and pursue lifelong professional growth.

100. Course Objectives

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

- Understand and apply theories and models of reading and writing to design effective literacy instruction for diverse learners.
- Integrate theory with practice to design, implement, and assess literacy lessons for Junior High School students.
- Identify and address reading and writing challenges, applying evidence-based strategies for all learners.
- Design learner-centered instruction incorporating diverse teaching approaches and assessment methods.
- Use communication skills and ICT tools to enhance literacy instruction and collaborate effectively with peers and communities.
- Promote critical inquiry and innovation in literacy education to improve instructional practices and student outcomes.

101. Course Learning Outcomes

Knowledge

- **CLO 1.1:** Demonstrate a comprehensive understanding of the foundational theories, models, and principles of reading and writing development, and their application in diverse educational contexts.
- **CLO 1.2:** Analyze and integrate theoretical ideas with practical teaching experiences to design effective reading and writing lessons for diverse learners.

Skills

- **CLO 2.1:** Identify and assess the reading and writing challenges faced by students, particularly those with diverse learning needs, and apply evidence-based strategies for supporting their literacy development.
- **CLO 2.2:** Design and implement learner-centered reading and writing instruction, incorporating diverse teaching approaches and appropriate assessment methods.
- **CLO 2.3:** Utilize effective communication skills, including language and ICT tools, to enhance literacy instruction and collaborate with peers, schools, and communities.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical inquiry and innovative thinking in addressing literacy challenges by proposing creative solutions and adapting to emerging trends in education.
- **CLO 3.2:** Apply research-informed practices in the development and evaluation of reading and writing instructional strategies to improve learning outcomes.

Values and Professionalism

- **CLO 4.1:** Recognize the importance of nurturing the well-being and potential of all learners through inclusive, ethical, and culturally responsive literacy practices.
- **CLO 4.2:** Reflect on and evaluate personal teaching practices to continually improve the quality of literacy instruction and contribute to the professional teaching community.

Collaboration and Community Engagement

- **CLO 5.1:** Collaborate effectively with colleagues, schools, and the community to create a supportive literacy-rich environment that fosters student engagement and success.

102. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & 1.2	<ul style="list-style-type: none">• Reading• Analysing• Describing• Classifying• Categorizing• Synthesizing• Decision-making• Critical thinking A major portion of the course will be taught using an interactive, student-centered teaching approach through the following methods: <ul style="list-style-type: none">• Inquiry content and process	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & 2.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment

3	Critical Thinking & Innovation		
	CLO 3.1 & 3.2	Group Project	Group Project presentations
4	Values and Professionalism		
	CLO 4.1 & 4.2	Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection
5	Collaboration and Community Engagement		
	CLO 5.1 & 5.2	Reading tasks Case Studies Group Discussion/activities	Quizzes

103. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & 1.2	PLOs 2, 5, 11
2	CLO 2.1, 2.2 & 2.3	PLOs 1, 3, 4, 6, 8
3	CLO 3.1 & 3.2	PLOs 7, 9, 10
4	CLO 4.1 & 4.2	PLOs 3, 6, 10
5	CLO 5.1 & 5.2	PLOs 4

104. Course Contents		
Session	Topic	
1	• Course Introduction and Overview of Literacy	
2	• The Concept and Benefits of Reading and Writing	
3	Theories of Reading	
4	• Models of Reading	
5	• Components of Reading and Writing Appropriate for Learners	
6	• Components of Reading and Writing Appropriate for Learners	
7	Stages of Reading Development	
8	Midterm	
9	• Stages of Reading Development	

10	<ul style="list-style-type: none"> • Approaches for Teaching Reading at JHS
11	<ul style="list-style-type: none"> • Approaches for Teaching Reading at JHS
12	<ul style="list-style-type: none"> • Identifying Reading and Writing Problems
13	<ul style="list-style-type: none"> • Addressing Reading and Writing Problems
14	<ul style="list-style-type: none"> • Assessing Reading: Tools and Techniques
15	<ul style="list-style-type: none"> • Assessing Writing: Tools and Techniques
16	Final Examination

105. Schedule of Assessment Tasks for students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

106. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

108. Text Book/ Reference Books
<ul style="list-style-type: none"> ● Tompkins, G. E. (2014). <i>Teaching writing: Balancing process and product</i> (6th ed.). Pearson. ▶ https://www.pearson.com/store/p/teaching-writing-balancing-process-and-product/P100000622173 ● Tompkins, G. E. (2018). <i>Literacy for the 21st century: A balanced approach</i> (7th ed.). Pearson. ▶ https://www.pearson.com/store/p/literacy-for-the-21st-century-a-balanced-

approach/P100000666090

- Graves, D. H. (2003). *Writing: Teachers and children at work*. Heinemann.
➤ <https://www.heinemann.com/products/e00794.aspx>
- Allington, R. L., & Cunningham, P. M. (2015). *Classrooms that work: They can all read and write* (6th ed.). Pearson.
➤ <https://www.pearson.com/store/p/classrooms-that-work-they-can-all-read-and-write/P100000656347>
- Calkins, L. M. (2006). *The art of teaching reading*. Pearson.
➤ <https://www.pearson.com/store/p/the-art-of-teaching-reading/P100000155464>
- Rasinski, T. V., & Padak, N. D. (2013). *Effective reading strategies: Teaching children who find reading difficult* (5th ed.). Pearson.
➤ <https://www.pearson.com/store/p/effective-reading-strategies-teaching-children-who-find-reading-difficult/P100000616246>
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). Guilford Press.
➤ <https://www.guilford.com/books/Best-Practices-in-Writing-Instruction/Graham-MacArthur-Fitzgerald/9781462510085>
- Lenski, S. D., & Verbruggen, F. (2010). *Literacy teacher's toolkit*. International Reading Association.
➤ <https://www.literacyworldwide.org>
- Duke, N. K., & Pearson, P. D. (2002). *Effective practices for developing reading comprehension*. In Farstrup & Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.). International Reading Association.
➤ <https://www.literacyworldwide.org/docs/default-source/bonus-content/duke---effective-practices-for-developing-reading-comprehension.pdf>
- Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann.
➤ <https://www.heinemann.com/products/e00668.aspx>

109. Online Learning Material

- **International Literacy Association (ILA)**
➤ <https://www.literacyworldwide.org>
- **Reading Rockets – Teaching Reading and Writing**
➤ <https://www.readingrockets.org>
- **The Literacy Shed – Visual Literacy Tools**
➤ <https://www.literacyshed.com>
- **CommonLit – Free Reading Materials**
➤ <https://www.commonlit.org>
- **Into the Book – Strategies for Reading Comprehension**
➤ <https://reading.ecb.org>
- **Edutopia – Literacy Articles and Resources**
➤ <https://www.edutopia.org/literacy>
- **ReadWriteThink – Lesson Plans and Resources**
➤ <https://www.readwritethink.org>

- **Newsela – Reading Materials Based on Student Level**
➤ <https://www.newsela.com>
- **PBS LearningMedia – Reading and Language Arts**
➤ <https://www.pbslearningmedia.org/subjects/english-language-arts-and-literacy/>
- **Teaching Tolerance – Literacy for Social Justice**
➤ <https://www.learningforjustice.org/classroom-resources>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Research Methods in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed.
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
3. Program Learning Outcomes	

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

Research Methods in Education is designed to introduce student-teachers to the fundamentals of educational research, including both qualitative and quantitative methodologies. The course focuses on developing an understanding of the research process, from identifying problems to collecting and analyzing data, and interpreting results. Emphasis is placed on ethical research practices, reflective inquiry, and the application of research to improve educational theory and practice. By engaging in small-scale research projects and developing critical inquiry skills, student-teachers will be empowered to contribute meaningfully to the educational community and to use research as a tool for continuous professional development.

5. Course Objectives

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

- Understand the nature, purpose, and types of research in education.
- Identify educational problems and formulate researchable questions or hypotheses.
- Distinguish between qualitative, quantitative, and mixed-methods research designs.
- Develop skills in data collection, analysis, and interpretation.
- Critically review educational literature and apply research findings to practice.
- Demonstrate ethical conduct in all phases of research.
- Design and present a basic educational research proposal.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of key concepts, principles, and types of educational research.
- **CLO 1.2:** Explain various research paradigms, methods, and tools used in educational inquiry.

Skills

- **CLO 2.1:** Formulate research questions, design basic research proposals, and select appropriate methodologies.
- **CLO 2.2:** Collect, organize, and interpret qualitative and/or quantitative data using appropriate tools

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical thinking to evaluate the validity and relevance of educational research.
- **CLO 3.2:** Integrate research findings into teaching practice to address classroom challenges innovatively.

Values and Professionalism

- **CLO 4.1:** Adhere to ethical standards in conducting and reporting educational research.
- **CLO 4.2:** Demonstrate reflective thinking in evaluating one's own research process and professional learning.

Collaboration and Community Engagement

- **CLO 5:** Engage in collaborative inquiry with peers and educational stakeholders to investigate and address educational issues.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Formative assessment Quizzes Examination
2	Teamwork		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Action research as a group task/discussion	Reflection Examination

		Reading tasks	Quizzes examination
4	Communication		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Professional Skills		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 7
2	CLO 2.1 & CLO 2.2	PLO 5, 7, 9 & 10
3	CLO 3.1 & CLO 3.2	PLO 1, 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 6, 7 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	INTRODUCTION TO RESEARCH <ul style="list-style-type: none"> • Definition of research • Definition of educational research • Research as a scientific method • Significance of educational research • Principles of educational research
2	DIFFERENT QUALITATIVE RESEARCH METHODS IN EDUCATION <ul style="list-style-type: none"> • Action Research • Case study • Ethnography • Narrative Research • Phenomenology • Historical Research • Grounded Theory • Feminist Research
3	DIFFERENT QUANTITATIVE RESEARCH METHODS IN

	EDUCATION <ul style="list-style-type: none"> • Survey • Experimental research • Quasi-Experimental Research
4	LITERATURE REVIEW <ul style="list-style-type: none"> • Importance and purpose • Types • Structure and language of Literature review • Common mistakes to avoid
5	HOW TO AVOID PLAGIARISM <ul style="list-style-type: none"> • Paraphrasing • APA 7
6	ACTION RESEARCH <ul style="list-style-type: none"> • Why, when, and how to carry out Action Research? • Different perspectives regarding Action Research • Philosophy of Action Research • Principles of Action Research • A threefold typification of Action Research
7	Research Tools <ul style="list-style-type: none"> • Questionnaire • Interview • Observation • Rating scale • Inventories
8	Mid Term Exams
9	Approaches to action research <ul style="list-style-type: none"> • First-person research (individual action research) • Second-person research (collaborative action research) • Third-person research (school-wide action research)
10	Examples of action research <ul style="list-style-type: none"> • Participatory action research • School-wide action research
11	Models of action research <ul style="list-style-type: none"> • Spiral models by Kemmis and McTaggart • Elliot's action research model • O'Leary's cycles of action research

12	The validity and reliability of action research tools Sampling • Kinds of research sampling • The sampling process
13	Parts of a research proposal Developing a research proposal
14	A research report Components of a research report Sample report
15	Format of a research proposal and research report (APA styles)
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 10	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book & Reference Books
<ul style="list-style-type: none"> ● Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in education</i> (8th ed.). Routledge. https://doi.org/10.4324/9781315456539 ● Creswell, J. W. (2014). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> (4th ed.). Pearson. ● Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). McGraw-Hill Education. ● Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational research: Competencies for analysis and applications</i> (10th ed.). Pearson Education. ● McMillan, J. H. (2015). <i>Educational research: Fundamentals for the consumer</i> (7th ed.). Pearson. ● Punch, K. F. (2009). <i>Introduction to research methods in education</i>. SAGE Publications. ● Best, J. W., & Kahn, J. V. (2006). <i>Research in education</i> (10th ed.). Pearson Education.

- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice* (2nd ed.). Jossey-Bass.
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

14. Online Learning Material

- **ERIC – Education Resources Information Center**
A free database of education research and information.
□ <https://eric.ed.gov/>
- **SAGE Research Methods**
Offers comprehensive tools and resources for research design and methodology.
□ <https://methods.sagepub.com/>
- **Google Scholar**
A free academic search engine for scholarly articles, theses, and books.
□ <https://scholar.google.com/>
- **Coursera – Foundations of Educational Research**
Online course introducing educational research methods.
□ <https://www.coursera.org/learn/educational-research>
- **Khan Academy – Statistics and Research Skills**
Good for foundational understanding of research and data.
□ <https://www.khanacademy.org/math/statistics-probability>
- **ResearchGate**
A platform to access research papers and connect with researchers.
□ <https://www.researchgate.net/>
- **Open Access Theses and Dissertations (OATD)**
Free database for full-text research theses and dissertations.
□ <https://oatd.org/>
- **Academia.edu**
Repository of free academic research papers and educator-authored content.
□ <https://www.academia.edu/>
- **International Journal of Educational Research (Elsevier)**
Peer-reviewed journal with current trends in educational research.
□ <https://www.journals.elsevier.com/international-journal-of-educational-research>
- **Harvard University – Education Research Guide**
Resource hub for students and researchers in education.
□ <https://guides.library.harvard.edu/education>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

110. Course Code and General Information	
Course Code	EDU 209
Course Title	School, Community, and Teacher
Credit Hours	03
Prerequisite	none
Program	B.Ed

111. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

112. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

113. Course Description	
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The course *School, Community, and Teacher* explores the dynamic relationships between educational institutions, communities, and educators. The course highlights the social, cultural, and ethical responsibilities of teachers within and beyond the classroom. It emphasizes the importance of community engagement, collaboration with stakeholders, and inclusive educational practices that respond to the needs of diverse learners. Student-teachers will develop an understanding of the sociocultural contexts of schools, the role of partnerships in education, and their own evolving identity as reflective, responsible, and professional educators. The course promotes critical reflection, dialogue, and action-oriented strategies to strengthen school-community ties and improve educational outcomes.

114. Course Objectives

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

- Understand the interrelationship between school, community, and teacher roles in education.
- Recognize the impact of social, cultural, and economic contexts on learners and educational practices.
- Collaborate effectively with families, schools, and community organizations to support student learning and well-being.
- Reflect on the ethical and professional responsibilities of teachers in diverse and inclusive settings.
- Develop strategies to engage communities in school development and educational reform.
- Cultivate leadership and communication skills necessary for building strong school-community partnerships.

115. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate an understanding of the interconnected roles of school, community, and teacher in the educational process.
- **CLO 1.2:** Identify social, cultural, and economic factors that influence schooling and student outcomes.

Skills

- **CLO 2.1:** Apply strategies to build partnerships between schools and communities to enhance student learning.
- **CLO 2.2:** Communicate effectively with diverse stakeholders, including parents, colleagues, and local organizations.

Critical Thinking & Innovation

- **CLO 3.1:** Analyze school and community challenges and propose contextually relevant solutions.
- **CLO 3.2:** Design community engagement initiatives that foster collaboration and shared responsibility for education.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, empathy, and cultural sensitivity in all professional interactions.
- **CLO 4.2:** Reflect on the teacher's role as a community leader and advocate for

inclusive, equitable education.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with families, peers, schools, and community stakeholders to support holistic learner development and social change.

116. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Case studies Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Group work on teachers' school existing scenario discussion	Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

117. Alignment of Course Learning Outcomes with Program Learning

Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 4 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 4, 8 & 11
3	CLO 3.1 & CLO 3.2	PLO 2, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

118. Course Contents	
Session	Topic
1	Society, Community, and Education <ul style="list-style-type: none"> • Introduction and overview of the course • Introduction of society, community and education • Structures and Functions of community and schools in Pakistan
2	Society, Community, and Education <ul style="list-style-type: none"> • Impact of education on Society • Role of education in strengthening Pakistani communities
3	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Meaning of Social Interaction and socialization • Levels of social interaction • Elements of social interaction <ul style="list-style-type: none"> o Social contacts o Communication o Social attitudes and values
4	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Types of Social Interaction <ul style="list-style-type: none"> o Cooperation o Competition o Conflict o Accommodation o Assimilation • Meaning/types of social Groups • Individual/group behavior
5	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Role of school and teacher in developing Social Interaction for peace, harmony, and tolerance in Pakistani communities
6	School and Culture <ul style="list-style-type: none"> • Main characteristics of culture • Elementary concepts of culture <ul style="list-style-type: none"> o Cultural trait o Cultural complex o Cultural pattern

	<ul style="list-style-type: none"> o Cultural lag • Cultural diversity
7	School and Culture <ul style="list-style-type: none"> • Culture and cultural elements of Pakistani communities • Role of education and school in the protection and transmission of culture • Impact of media on school and culture • Impact of technology on school and culture
8	Mid Term Exams
9	Relationships between School and Community <ul style="list-style-type: none"> • School as a social, cultural, and Community Institution <ul style="list-style-type: none"> o Effects of school on communities o Effects of communities on school
10	Relationships between School and Community <ul style="list-style-type: none"> • School as a hub for community services • A critical analysis of the effective role of schools and teachers in Pakistani communities
11	Social Institutions <ul style="list-style-type: none"> • Definition and Types of social institutions • The family • Educational Institutions • Religious institutions
12	Social Institutions <ul style="list-style-type: none"> • Critical analysis of the role of Social Institutions in Pakistani schools.
13	Teacher's Role in School and Community Teachers as an integral part of a community <ul style="list-style-type: none"> • Teacher as a change agent in a community and school
14	Teacher's Role in School and Community Teachers as role models through their participation in community activities <ul style="list-style-type: none"> • Teacher's leadership roles within and outside schools
15	Teacher's Role in School and Community <ul style="list-style-type: none"> • Teacher's role in establishing linkage among stakeholders. • Effects of teachers and schools on individual and group
16	Final Examination

119. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and	10,11,12	10

	discussion on the Black Board discussion box		
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
120. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

122. Text Book & Reference Books	
<ul style="list-style-type: none"> ● Epstein, J. L. (2018). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (3rd ed.). Routledge. ➤ https://www.routledge.com/School-Family-and-Community-Partnerships-Preparing-Educators-and-Improving/Epstein/p/book/9781138497967 ● Grant, C. A., & Gillette, M. (2006). <i>Learning to teach everybody's children: Equity, empowerment, and education that is multicultural</i>. Routledge. ➤ https://www.routledge.com/Learning-to-Teach-Everybodys-Children-Equity-Empowerment-and-Education/Grant-Gillette/p/book/9780807746656 ● Henderson, A. T., & Mapp, K. L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Southwest Educational Development Laboratory. ➤ https://sedl.org/connections/resources/evidence.pdf ● Noguera, P. A. (2003). <i>City schools and the American dream: Reclaiming the promise of public education</i>. Teachers College Press. ➤ https://www.tcpres.com/city-schools-and-the-american-dream-9780807744355 ● Comer, J. P. (2004). <i>Leave no child behind: Preparing today's youth for tomorrow's world</i>. Yale University Press. ➤ https://yalebooks.yale.edu/book/9780300104024/leave-no-child-behind/ ● Allen, J. (2007). <i>Creating welcoming schools: A practical guide to home-school partnerships with diverse families</i>. Teachers College Press. ➤ https://www.tcpres.com/creating-welcoming-schools-9780807747745 ● Davies, D. (1991). <i>Schools reaching out: Family, school, and community partnerships for student success</i>. ERIC. ➤ https://eric.ed.gov/?id=ED329008 ● Fullan, M. (2007). <i>The new meaning of educational change</i> (4th ed.). Teachers College Press. ➤ https://www.tcpres.com/the-new-meaning-of-educational-change-9780807747653 ● Khalid, T. (2010). <i>Education and teacher education in Pakistan: A critical analysis</i>. Higher Education Commission Pakistan. ➤ Available through university libraries or HEC digital resources. ● Rizvi, M., & Elliott, B. (2007). <i>Enhancing teacher professionalism: A Pakistani</i> 	

perspective. Journal of In-service Education, 33(1), 1–17.

➤ <https://doi.org/10.1080/13674580701293032>

123. Online Learning Material

- **National PTA – Family-School Partnerships**
➤ <https://www.pta.org/home/run-your-pta/family-school-partnerships>
- **Harvard Family Research Project – Family Engagement**
➤ <https://archive.globalfrp.org/family-involvement>
- **Edutopia – School and Community Collaboration**
➤ <https://www.edutopia.org/topic/family-engagement>
- **Learning for Justice – Educator Resources**
➤ <https://www.learningforjustice.org/classroom-resources>
- **Education Week – Community and Parent Engagement**
➤ <https://www.edweek.org/topics/community-and-parent-engagement/index.html>
- **UNESCO – Education and Community Involvement**
➤ <https://www.unesco.org/en/education/education-for-sustainable-development>
- **Australian Research Alliance for Children and Youth (ARACY)**
➤ <https://www.aracy.org.au/>
- **National Network of Partnership Schools (NNPS), Johns Hopkins University**
➤ <https://nnps.org>
- **Pakistani Ministry of Federal Education & Professional Training**
➤ <http://www.mofept.gov.pk>
- **Global Family Research Project**
➤ <https://globalfrp.org/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.

- Abstain from any form of plagiarism.



Department of Education
Course Outline

124. Course Code and General Information	
Course Code	
Course Title	Teaching of Science
Credit Hours	03
Program	BS - Education

125. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	

Office Number	
Office Hours	

126. Program Learning Outcomes (PLOs)

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

127. Course Description

Teaching of Science equips student-teachers with the knowledge, skills, and pedagogical strategies required to teach science effectively at the school level. The course focuses on inquiry-based learning, the nature and processes of science, and the development of scientific thinking among learners. It explores curriculum design, lesson planning, assessment strategies, and integration of technology in science education. Emphasis is placed on creating inclusive, student-centered classrooms that foster curiosity, critical thinking, and real-world problem-solving. Student-teachers are encouraged to reflect on their teaching practices, promote scientific literacy, and engage with contemporary issues in science and technology.

128. Course Objectives

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

- Understand the nature, goals, and scope of science education.
- Apply inquiry-based and constructivist approaches to teaching science.
- Design lesson plans and instructional materials aligned with the science curriculum.
- Use a variety of assessment tools to evaluate students' understanding of scientific concepts.

- Incorporate ICT and hands-on learning strategies to enhance science teaching.
- Foster scientific attitudes, curiosity, and critical thinking among students.
- Reflect on ethical and environmental issues in science education and promote responsible citizenship.

129. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the nature, aims, and principles of science education.
- **CLO 1.2:** Explain the structure of science curricula and the role of science in everyday life and global development.

Skills

- **CLO 2.1:** Design and implement inquiry-based, learner-centered science lessons aligned with national curriculum standards.
- **CLO 2.2:** Use appropriate scientific tools, resources, and experiments to promote active learning.

Critical Thinking & Innovation

- **CLO 3.1:** Encourage and model critical thinking, problem-solving, and creativity through science teaching.
- **CLO 3.2:** Integrate environmental and technological issues into science lessons to promote innovation and relevance.

Values and Professionalism

- **CLO 4.1:** Promote ethical understanding, environmental responsibility, and scientific literacy in the classroom.
- **CLO 4.2:** Reflect on personal teaching practices and engage in continuous professional development in science education.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to plan science activities and projects that enhance learning and address real-world issues.

130. Teaching and Assessment

Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings	Reflection Examination

		Case Studies as group task/discussion	Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

131. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 8
3	CLO 3.1 & CLO 3.2	PLO 2, 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

132. Course Contents	
Session	Topic
1	Introduction-The Basics of Science <ul style="list-style-type: none"> • Overview of Course • Nature of science and its application in our daily lives • Scientific Attitude • Aims and objectives of Science • Objectives of Science Teaching
2	SCIENCE PROCESS SKILLS <ul style="list-style-type: none"> • Biogenesis • Abiogenesis • Scientific Process Skills • Teaching of origin of Life in Primary and Secondary Grades
3	Importance of Science in today's Life <ul style="list-style-type: none"> • The extent of scientific Inquiry • The rapid increase of scientific Knowledge • Place of science in school curriculum • Science compulsory subject

4	DEMONSTRATIONS/ ASSIGNMENT METHOD <ul style="list-style-type: none"> • Structure and Function of Excretory/ Circulatory System • Disorders related to Excretory/ Circulatory System Teaching of System through Demonstrations and Assignment Methods
5	TECHNOLOGICAL INTEGRATION & ETHICAL CONSIDERATIONS <ul style="list-style-type: none"> • Different tools that can be used to teach science topics. • Simulations/ Games/ Interactive Quizzes/ Videos • Ethical Considerations and Cultural Diversities in teaching Science
6	AUTHENTIC LEARNING&PBL(I) <ul style="list-style-type: none"> • Cells and its types • Tissues and its types • Organs and Organ System • Teaching of Cells and Tissues to primary and Secondary Grades by PBL
7	5 E MODEL <ul style="list-style-type: none"> • Structure and Function of Nervous System • Disorders related to Nervous System • 5 E Model to teach Nervous System
8	Mid Term Exams
9	STEM/ STEAM Challenges <ul style="list-style-type: none"> • EDP design process • Arts in STEAM • Mathematics in STEM
10	IBL <ul style="list-style-type: none"> • Questioning Techniques • Topics that can go best with IBL (Heat Transfer/ Evolution/ Genetics and Heredity)
11	LABORATORY MANUAL OF TEACHING SCIENCE <ul style="list-style-type: none"> • Solutions and their types. • Salt Identification
12	ASSESSMENTS IN SCIENCE EDUCATION <ul style="list-style-type: none"> • Formative • Summative • Assessment Design
13	WBT Method
14	MICROTEACHING <ul style="list-style-type: none"> • Micro Teaching Cycle • Skills of Micro Teaching • Need for Link Lesson in Micro Teaching
15	PRESENTATION (MICROTEACHING)
16	Final Examination

133. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1. Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically	Organized but has minor clarity	Somewhat disorganized or	Lacks structure,

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
	organized.	issues.	unclear.	

134. Text Book & Reference Books

- Carin, A. A., Bass, J. E., & Contant, T. L. (2005). *Teaching science as inquiry* (10th ed.). Pearson.
- Bybee, R. W. (2013). *The case for STEM education: Challenges and opportunities*. NSTA Press.
- Chiappetta, E. L., & Koballa, T. R. (2015). *Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills* (8th ed.). Pearson.
- Harlen, W. (2015). *Teaching and learning primary science* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781315735665>
- Martin, D. J., & Loomis, K. S. (2013). *Building teachers: A constructivist approach to introducing education* (2nd ed.). Cengage Learning.
- Abell, S. K., & Lederman, N. G. (Eds.). (2007). *Handbook of research on science education*. Routledge.
- Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education* (Vol. 2). Routledge.
- Wellington, J., & Osborne, J. (2001). *Language and literacy in science education*. Open University Press.
- Trowbridge, L. W., Bybee, R. W., & Powell, J. C. (2004). *Teaching secondary school science: Strategies for developing scientific literacy* (8th ed.). Pearson.
- National Curriculum Council. (2006). *National curriculum for general science grades IV–VIII*. Ministry of Education, Government of Pakistan.
 [Usually available on national education portals or through textbook boards.]

135. Online Learning Material

- **National Science Teaching Association (NSTA)** – Resources for science educators.
☐ <https://www.nsta.org/>
- **TeachEngineering** – Free K-12 STEM Curriculum
☐ <https://www.teachengineering.org/>
- **Science Buddies** – Science project ideas and lesson plans

<input type="checkbox"/> https://www.sciencebuddies.org/
<ul style="list-style-type: none"> • Khan Academy – Science Subjects <input type="checkbox"/> https://www.khanacademy.org/science
<ul style="list-style-type: none"> • NASA STEM Engagement for Educators <input type="checkbox"/> https://stem.nasa.gov/educators/
<ul style="list-style-type: none"> • National Geographic Education – Science & Geography Teaching Resources <input type="checkbox"/> https://education.nationalgeographic.org/
<ul style="list-style-type: none"> • BBC Bitesize – Science (KS2, KS3) <input type="checkbox"/> https://www.bbc.co.uk/bitesize/subjects/z2pfb9q
<ul style="list-style-type: none"> • Science Education Research Journals (Springer) <input type="checkbox"/> https://www.springer.com/journal/11191
<ul style="list-style-type: none"> • Pakistan Science Foundation – Resources for science teaching <input type="checkbox"/> http://www.psf.gov.pk/
<ul style="list-style-type: none"> • Open Educational Resources (OER) Commons – Science Teaching Materials <input type="checkbox"/> https://www.oercommons.org/browse?f.subject=science
13. Library Resources
<p>You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.</p>

14. Code of Conduct
<ul style="list-style-type: none"> • Follow the University attendance policy. • Observe the class schedule. • Keep your cell phone off during the class. • Submit assignments as per requirements. • Maintain a disciplined, and respectful attitude towards the teacher and fellow students. • Abstain from any form of plagiarism.



Department of Education

Course Outline

136. Course Code and General Information	
Course Code	EDU 204
Course Title	ICT in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

137. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

138. Program Learning Outcomes	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade 	

their practices accordingly.

139. Course Description

ICT in Education introduces student-teachers to the effective integration of Information and Communication Technologies (ICT) in educational settings. The course focuses on building digital literacy, exploring the pedagogical applications of ICT tools, and understanding their transformative role in teaching, learning, and assessment. Student-teachers will examine national and global trends in educational technology, design ICT-based instructional materials, and develop critical awareness of ethical, safe, and inclusive technology use. Emphasizing hands-on practice, collaboration, and reflective use of digital tools, this course prepares future educators to enhance the quality and accessibility of education in the 21st century.

140. Course Objectives

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

- Understand the concepts, roles, and potential of ICT in teaching and learning.
- Demonstrate basic ICT competencies and apply them in planning, instruction, and assessment.
- Integrate ICT tools effectively into diverse subject areas to improve learner engagement and outcomes.
- Evaluate educational software and digital resources based on pedagogical criteria.
- Promote responsible, ethical, and inclusive use of digital tools in educational contexts.
- Reflect on the evolving role of teachers in technology-rich learning environments and adapt to emerging trends.

141. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate knowledge of ICT concepts, tools, and applications in educational settings.
- **CLO 1.2:** Describe the pedagogical, ethical, and social implications of ICT use in schools.

Skills

- **CLO 2.1:** Use ICT tools (e.g., LMS, educational software, digital collaboration platforms) to plan, deliver, and assess lessons.
- **CLO 2.2:** Create and evaluate digital learning materials tailored to learners' needs and curriculum objectives.

Critical Thinking & Innovation

- **CLO 3.1:** Critically analyze the impact of ICT integration on teaching practices and student learning outcomes.
- **CLO 3.2:** Explore and apply innovative, technology-enhanced pedagogies in diverse educational contexts.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, digital responsibility, and inclusivity in the use of

ICT.

- **CLO 4.2:** Reflect on one's own digital competencies and engage in ongoing professional development in educational technology.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, students, and stakeholders using digital tools to support communication, resource sharing, and professional learning networks.

142. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

143. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 4 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 4, 8 & 11
3	CLO 3.1 & CLO 3.2	PLO 2, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

144. Course Contents	
Session	Topic
1	Unit 1: Introduction to ICT, Information, Communication and Technology
2	
3	
4	
5	Unit 2: Technology And Active Learning (ICT Integration Planning, Issues & Models
6	
7	
8	Mid Term Exams
9	Unit 3: Teaching With Technology: Using Technology To Find And Evaluate Content
10	
11	Unit 4: Technology And Instruction
12	Unit 5: Emerging Technologies And Technology Trends
13	Unit 6: Technology And Assessment
14	Workshop Presentation
15	
16	Final Examination

145. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5,6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

146. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

147. Text Book & Reference Books

- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates.
<https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Roblyer, M. D., & Hughes, J. E. (2019). *Integrating educational technology into teaching* (8th ed.). Pearson.
- Selwyn, N. (2012). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Lever-Duffy, J., & McDonald, J. B. (2017). *Teaching and learning with technology* (5th ed.). Pearson.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. Teachers College Press.
- Yelland, N. (Ed.). (2007). *Shift to the future: Rethinking learning with new technologies in education*. Routledge.
- Collis, B., & Moonen, J. (2001). *Flexible learning in a digital world: Experiences and expectations*. Routledge.
- UNESCO. (2002). *Information and communication technologies in teacher education: A planning guide*. UNESCO Publishing.
- Pelgrum, W. J., & Law, N. (2003). *ICT in education around the world: Trends, problems and prospects*. UNESCO International Institute for Educational Planning.

148. Online Learning Material

- **UNESCO ICT in Education** – Global resources, case studies, and policy guidelines.
☐ <https://www.unesco.org/en/education/ict>
- **Commonwealth of Learning – Technology-Enabled Learning**
☐ <https://www.col.org/areas-of-work/technology-enabled-learning/>
- **Tony Bates – Online Learning and Distance Education Resources**
☐ <https://www.tonybates.ca/>

- **Edutopia – Technology Integration**
☐ <https://www.edutopia.org/technology-integration>
- **Khan Academy – Teacher Dashboard and Tech Tools**
☐ <https://www.khanacademy.org/educator>
- **Coursera – ICT in Education Courses**
☐ <https://www.coursera.org/search?query=ICT%20in%20education>
- **TeachersFirst – Free Technology Tools for Classrooms**
☐ <https://www.teachersfirst.com/>
- **Pakistan Ministry of Federal Education – EdTech Initiatives**
☐ <http://www.mofept.gov.pk/>
- **International Society for Technology in Education (ISTE)**
☐ <https://www.iste.org/>
- **Open Educational Resources (OER) for ICT and Teaching**
☐ <https://www.oercommons.org/>

14. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

149. Course Code and General Information	
Course Code	EDU 111
Course Title	Classroom Assessment
Credit Hours	03
Prerequisite	none
Program	B.Ed
150. Instructor and contact information	
Faculty Name	
Contact Number	

Email Address	
Office Number	
Office Hours	

151. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

152. Course Description

The course *Classroom Assessment* introduces effective classroom assessment strategies and techniques. Participants will be facilitated to conceptualise and reconceptualise assessment as a way of getting to know the learner in terms of his/her strengths, needs, and learning styles. They will get opportunities to discuss and experience a variety of assessment approaches and the implications of these for teaching and learning in classrooms. Furthermore, participants will discuss various issues related to assessment, such as equity, validity, and reliability, and the implications of these for teaching and learning. The course gives an in-depth focus on classroom assessment methods and practices, with an emphasis on the role of feedback in enhancing instruction and facilitating learning. With the concept of designing a clearly defined rubric, the role of self assessment in promoting self-regulation of students' learning and the role of peer-assessment in developing teamwork and collaborative skills will be highlighted. Emerging issues in assessment, such as assessment of 21st century skills, soft skills, and language of assessment, will also be explored.

153. Course Objectives

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

- Understand the fundamental concepts, purposes, and principles of classroom assessment.
- Design and implement appropriate assessment methods aligned with learning objectives.
- Use assessment data to inform instruction, provide feedback, and support student learning.
- Develop fair, valid, and reliable assessment tools that accommodate diverse learner needs.
- Integrate ICT tools to enhance the effectiveness and efficiency of assessments.
- Reflect critically on their assessment practices and adjust them for continuous improvement.

154. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of key concepts, types, and principles of classroom assessments.
- **CLO 1.2:** Explain the role of assessment in the teaching and learning process and its implications for student achievement.

Skills

- **CLO 2.1:** Design and administer valid and reliable assessments using a variety of tools and techniques.
- **CLO 2.2:** Analyze and interpret assessment data to guide instructional decision-making and support student progress.

Critical Thinking & Innovation

- **CLO 3.1:** Evaluate and improve assessment practices based on research and reflective teaching.
- **CLO 3.2:** Integrate innovative and technology-based assessment strategies in diverse learning contexts.

Values and Professionalism

- **CLO 4.1:** Demonstrate fairness, inclusivity, and ethical responsibility in assessment practices.
- **CLO 4.2:** Reflect on professional growth and commit to continuous improvement in assessment literacy..

Collaboration and Community Engagement

- **CLO 5:** Engage with peers, parents, and school communities to communicate assessment outcomes and support learner development collaboratively.

155. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
	Identify and explain basic concepts of Child Development		
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading	Quizzes, Class

		Group activities	discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

156. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 5, 6 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 8, 10 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

157. Course Contents	
Session	Topic
1	Introduction to the course Discussion on Assessment: Principles. Processes & Methods
2	Formative Assessment: Meaning, strategies and implications
3	Formative Assessment: Meaning, strategies and implications
4	Authentic Assessment
5	Formative Assessment Techniques

6	Feedback Principles and Techniques
7	Student led Reading
8	Mid Term Exams
9	Student led Reading
10	Unit Planning – integrating classroom assessment Micro Teaching
11	Unit Planning – integrating classroom assessment Micro Teaching
12	Error Analysis and Remediation
13	Error Analysis and Remediation
14	Self and Peer Assessment
15	Review and Reflection
16	Final Examination

158. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

159. Grading Policy

‘A’ Grade	88 and above
‘B+’ Grade	81-87
‘B’ Grade	74-80
‘C+’ Grade	67-73
‘C’ Grade	60-66
‘F’ Grade	Below 60

161. Text Book/ Reference Books

- opham, W. J. (2017). *Classroom assessment: What teachers need to know* (8th ed.). Pearson.
- McMillan, J. H. (2017). *Classroom assessment: Principles and practice for effective standards-based instruction* (7th ed.). Pearson.
- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.).

Pearson.

- Oosterhof, A. (2008). *Developing and using classroom assessments* (4th ed.). Pearson.
- Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. A. (2012). *Classroom assessment for student learning: Doing it right—using it well* (2nd ed.). Pearson Assessment Training Institute.
- Stiggins, R. J. (2017). *The perfect assessment system*. ASCD.
- Brown, G. T. L., & Harris, L. R. (2016). *The handbook of human and social conditions in assessment*. Routledge.
- Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.

□ <https://doi.org/10.17226/10019>

162. Online Learning Material

- **Edutopia – Assessment**
Practical classroom strategies and tools.
□ <https://www.edutopia.org/assessment>
- **Brookhart's Resources on Formative Assessment** (ASCD author page)
□ <https://www.ascd.org/people/susan-m-brookhart>
- **National Council on Measurement in Education (NCME)**
□ <https://www.ncme.org/>
- **Assessment Resource Centre – University of Cambridge**
□ <https://www.cambridgeassessment.org.uk/>
- **ETS Assessment Resources for Educators**
□ <https://www.ets.org/>
- **OECD – Assessment and Evaluation in Education**
□ <https://www.oecd.org/education/assessment/>
- **Classroom Assessment Techniques (CATs) – Vanderbilt University**
□ <https://cft.vanderbilt.edu/guides-sub-pages/cats/>
- **Khan Academy – Teacher Tools & Feedback Features**
□ <https://www.khanacademy.org/educator>
- **Educational Testing Service – K–12 Assessment Tools**
□ <https://www.ets.org/k12.html>
- **Open Educational Resources (OER) – Assessment Modules**

□ <https://www.oercommons.org/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

163. Course Code and General Information	
Course Code	EDU 210
Course Title	Teaching of Social Studies
Credit Hours	03
Program	BS - Education

164. Instructor and contact information	
Faculty Name	Tasneem Saifuddin
Contact Number	03322327902
Email Address	tasneem.saifuddin@iqra.edu.pk
Office Number	
Office Hours	

165. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and	

<p>emerging trends in education</p> <ul style="list-style-type: none"> • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

166. Course Description

The *Teaching Social Studies* course is designed to prepare prospective teachers to effectively teach Social Studies at elementary and secondary levels. The course emphasizes the nature, scope, and objectives of Social Studies education with a focus on national identity, citizenship, democratic values, cultural awareness, and global interdependence. Student-teachers will explore key pedagogical approaches, curriculum content, instructional planning, assessment methods, and the integration of ICT in teaching Social Studies. Special attention is given to inclusive education, critical thinking, reflective practice, and community-based learning, in alignment with national education policies and contemporary global trends.

167. Course Objectives

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

- Understand the aims, scope, and significance of Social Studies in the Pakistani context.
- Identify and apply various instructional methods and strategies suitable for teaching Social Studies.
- Develop lesson plans and instructional materials that promote civic competence, critical thinking, and cultural understanding.
- Integrate ICT tools and real-life resources to enrich Social Studies teaching and learning.
- Assess student learning using diverse tools aligned with the nature of Social Studies.
- Promote democratic values, human rights, and social responsibility through interactive and inclusive classroom practices.
- Reflect on their teaching practices and adapt them to improve instruction and learner engagement.

168. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the purpose, scope, and content areas of Social Studies education within the national curriculum of Pakistan.
- **CLO 1.2:** Explain key concepts of citizenship, diversity, democracy, culture, and global awareness as integral to Social Studies teaching.

Skills

- **CLO 2.1:** Design learner-centered Social Studies lesson plans using a variety of teaching strategies and resources.
- **CLO 2.2:** Apply appropriate assessment techniques to evaluate cognitive, affective, and social learning outcomes in Social Studies.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical thinking in analyzing social issues and integrating them

into classroom discussions and activities.

- **CLO 3.2:**Innovate teaching strategies that foster civic engagement, empathy, and social responsibility.

Values and Professionalism

- **CLO 4.1:** Promote values of democracy, peace, inclusion, and respect for diversity through Social Studies education.
- **CLO 4.2:** Reflect on personal teaching experiences to continuously improve Social Studies instruction and professional growth.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to create meaningful Social Studies learning experiences that connect learners with their social realities.

169. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

170. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)

1	CLO 1.1 & CLO 1.2	PLO 1, 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 4, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6, 10, 11
5	CLO 5	PLO 4, 8 & 11

171. Course Contents	
Session	Topic
1	UNIT 1: Why teach social studies? Introduction to the course Towards creating a better world The evolution of the concept of human rights and Human rights in education
2	
3	
4	
5	
6	UNIT 2: History: people, past events, and societies Definition, rationale, and methods of history Cause and effect
7	
8	Mid Term Exams
9	UNIT 3: Geography: people, places, and environment Definition and rationale for teaching and learning geography Global warming: exploring the issue
10	UNIT 4: Culture and diversity Rationale for the study of culture Society and socialization Assimilation and acculturation Interdependence Why peace education? teaching children the skills to resolve conflicts
11	
12	Presentation/ workshop
13	UNIT 5: Power, authority, and governance Power, authority, and governance
14, 15	UNIT 6: Production, distribution, and consumption Definition of economics and the rationale for teaching and learning it
9	UNIT 3: Geography: people, places, and environment Definition and rationale for teaching and learning geography Global warming: exploring the issue

16	Final Examination

172. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and	Assessment methods are present but not fully aligned with	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
	summative methods.	outcomes.		missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal	Lacks examples or evidence to support

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
			connection to theory.	claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

173. Text Book/Reference Books

- Banks, J. A., & Banks, C. A. M. (2019). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making* (9th ed.). Pearson.
- Parker, W. C. (2015). *Social studies in elementary education* (15th ed.). Pearson.
- NCERT. (2005). *National curriculum framework for school education*. National Council of Educational Research and Training.
(Though Indian, many principles apply broadly.)
- Mehlinger, H. D., & Rigdon, M. A. (1992). *Teaching the social studies in secondary schools*. Harcourt Brace Jovanovich.
- Ross, E. W. (2016). *The social studies curriculum: Purposes, problems, and possibilities* (4th ed.). SUNY Press.
- Engle, S. H., & Ochoa, A. S. (1988). *Education for democratic citizenship: Decision-making in the social studies*. Teachers College Press.
- Khan, N. (2008). *Social studies teaching: Perspectives and strategies for Pakistani classrooms*. Oxford University Press Pakistan.
- Kochhar, S. K. (2008). *Teaching of social studies* (4th ed.). Sterling Publishers.
- Taba, H. (1967). *Teachers' handbook for elementary social studies*. Addison-Wesley.
- Nawaz, M., & Ahmad, S. (2009). *Teaching of social studies: A practical approach*. Caravan Book House.

174. Online Learning Material

- **National Council for the Social Studies (NCSS)**
□ <https://www.socialstudies.org/>
- **Teachinghistory.org – National History Education Clearinghouse**
□ <https://teachinghistory.org/>
- **Smithsonian Education – Social Studies Resources**
□ <https://www.si.edu/education>
- **Stanford History Education Group (SHEG) – Free curriculum on historical thinking**
□ <https://sheg.stanford.edu/>
- **Facing History and Ourselves – Teaching tolerance, identity, and civic responsibility**
□ <https://www.facinghistory.org/>
- **National Geographic Education – Teaching Geography and Civics**
□ <https://education.nationalgeographic.org/>
- **UNESCO Global Citizenship Education (GCED)**
□ <https://www.unesco.org/en/global-citizenship-education>
- **OER Commons – Social Studies Collection**

- <https://www.oercommons.org/hubs/socialstudies>
- **Teaching Tolerance (Now Learning for Justice)** – Social justice and civic responsibility
 - <https://www.learningforjustice.org/>
- **Pakistan Studies Resources – HEC Curriculum & Localized Content**
 - <http://www.hec.gov.pk/>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

175. Course Code and General Information	
Course Code	EDU 419
Course Title	Test Development and Evaluation
Credit Hours	03
Prerequisite	none
Program	B.Ed
176. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

177. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

178. Course Description

The *Test Development and Evaluation* course provides student-teachers with the theoretical knowledge and practical skills necessary to design, develop, administer, and evaluate educational tests. The course covers principles of measurement, test construction techniques, item analysis, and the interpretation of test results. Emphasis is placed on validity, reliability, fairness, and ethical considerations in testing. Student-teachers will learn to use standardized and teacher-made tests effectively to monitor student progress and improve instruction. The course also integrates ICT tools for test design, analysis, and feedback, encouraging reflective practice and continuous professional growth.

179. Course Objectives

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

- Understand fundamental principles and purposes of educational testing and evaluation.
- Develop valid, reliable, and fair test items for different subject areas and learning outcomes.
- Administer, score, and interpret tests to inform instructional practices.
- Analyze test data using basic statistical tools to evaluate student performance.
- Use digital tools and platforms for test development, scoring, and reporting.
- Reflect on testing practices and address ethical and contextual issues in educational assessment.

180. Course Learning Outcomes (CLO)
Knowledge <ul style="list-style-type: none"> • CLO 1.1: Explain key concepts, principles, and purposes of educational testing and evaluation. • CLO 1.2: Describe different types of tests and assessment tools used in educational settings. Skills <ul style="list-style-type: none"> • CLO 2.1: Construct valid and reliable test items aligned with instructional objectives. • CLO 2.2: Administer and score tests accurately using appropriate methods and tools. Critical Thinking & Innovation <ul style="list-style-type: none"> • CLO 3.1: Apply critical thinking to evaluate the quality and effectiveness of tests. • CLO 3.2: Use innovative and digital assessment tools to improve the efficiency and relevance of testing. Values and Professionalism <ul style="list-style-type: none"> • CLO 4.1: Demonstrate ethical responsibility, objectivity, and fairness in test development and evaluation. • CLO 4.2: Reflect on and improve one's test development practices through feedback and research-based strategies. Collaboration and Community Engagement <ul style="list-style-type: none"> • CLO 5: Collaborate with colleagues and stakeholders to develop and review assessment tools and communicate student performance effectively.

181. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		

	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection
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182. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

183. Course Contents	
Session	Topic
1	Introduction to the course: Discussion on <ul style="list-style-type: none"> Assessment: Principles. Processes & Methods Test, measurement and evaluation
2	Exploring and examining various types of test: scope/purpose/uses/ways of scoring/interpretations etc.
3	Exploring and examining various types of test: scope/purpose/uses/ways of scoring/interpretations etc. Standardized / Teacher Made Tests Criterion/Norm Reference Tests Achievement /Aptitude Tests High Stake /low Stake
4	What to test: Unpacking learning taxonomy and their use to identify success criteria and learning outcomes Constructive alignment in test design: what /why and how?
5	Writing and Examining Learning Outcomes
6	Item Writing (Selected Response)
7	Item Writing (Constructed Response)
8	Mid Term Exams
9	Test Design: Processes and Implications Designing Table of Specification Review of Test papers : Issues, limitations and recommendations.

10	Review of Learning and Feedback.
11	Item Analysis: qualitative and statistical techniques.
12	Item Writing -Planning piloting test items in classroom context.
13	Practicing item writing, and sharing for qualitative feedback.
14	Administration of test and analysis of responses.
15	Validity and Reliability: significance /scope/ statistical ways to compute reliability coefficients /interpretations.
16	Final Examination

184. chedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

185. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

187. Text Book/ Reference Books
<ul style="list-style-type: none"> ● Nitko, A. J., & Brookhart, S. M. (2014). <i>Educational assessment of students</i> (7th ed.). Pearson. ● Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i>. Pearson Education. ● Popham, W. J. (2017). <i>Classroom assessment: What teachers need to know</i> (8th ed.). Pearson. ● Kubiszyn, T., & Borich, G. (2016). <i>Educational testing and measurement: Classroom application and practice</i> (11th ed.). Wiley. ● Gronlund, N. E., & Waugh, C. K. (2009). <i>Assessment of student achievement</i> (9th ed.). Pearson. ● Linn, R. L., & Miller, M. D. (2005). <i>Measurement and assessment in teaching</i> (9th ed.). Pearson Education. ● Bachman, L. F. (2004). <i>Statistical analyses for language assessment</i>. Cambridge University Press. ● Oosterhof, A. (2008). <i>Developing and using classroom assessments</i> (4th ed.). Pearson. ● McMillan, J. H. (2017). <i>Classroom assessment: Principles and practice for effective</i>

standards-based instruction (7th ed.). Pearson.

- Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in education and psychology* (4th ed.). Holt, Rinehart and Winston.

188. Online Learning Material

- **Educational Testing Service (ETS)**

Resources on test development and psychometrics.

- <https://www.ets.org/>

- **National Council on Measurement in Education (NCME)**

Professional resources and research on assessment.

- <https://www.ncme.org/>

- **Khan Academy – Teacher Tools & Assessment**

Useful examples of formative assessments and performance feedback.

- <https://www.khanacademy.org/educator>

- **Edutopia – Assessment**

Practical tools and articles on classroom testing and evaluation.

- <https://www.edutopia.org/assessment>

- **Assessment Resource Centre – University of Cambridge**

A global perspective on assessment models and research.

- <https://www.cambridgeassessment.org.uk/>

- **OpenLearn – Assessment in Education (Open University UK)**

Free course modules on assessment strategies.

- <https://www.open.edu/openlearn/education-development/education/assessment-education/content-section-0>

- **OER Commons – Testing and Evaluation Resources**

Curated teaching materials and research papers.

- <https://www.oercommons.org/>

- **Vanderbilt University – Classroom Assessment Techniques**

Descriptions of effective assessment methods.

- <https://cft.vanderbilt.edu/guides-sub-pages/cats/>

- **UNESCO – Learning Assessment Resources**

Insights on global education assessments.

- <https://www.unesco.org/en/education/learning-assessments>

- **ResearchGate – Repository of academic papers on test development and psychometrics.**

- <https://www.researchgate.net/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education Course Outline

189. Course Code and General Information	
Course Code	EDU 207
Course Title	Teaching English
Credit Hours	03
Prerequisite	none
Program	B.Ed

190. Instructor and contact information

Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

191. Program Learning Outcomes

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

192. Course Description

Teaching English course is designed to equip future educators with the pedagogical knowledge, strategies, and tools required to effectively teach English as a subject in diverse classroom settings. The course emphasizes language acquisition theories, language skills integration (listening, speaking, reading, and writing), lesson planning, assessment strategies, and inclusive instructional approaches. Student-teachers will explore practical methodologies for promoting communicative competence, literacy development, and critical language awareness. The course also integrates technology and reflective practices, preparing educators to respond to national and global demands for English language proficiency.

193. Course Objectives

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

- Understand the nature and functions of language and the process of second language acquisition.

- Plan and implement lessons that integrate the four English language skills using diverse pedagogical strategies.
- Select and use appropriate teaching aids, materials, and ICT tools to enhance English language instruction.
- Design assessments that effectively evaluate language proficiency and learner progress.
- Address the needs of diverse learners, including those with language learning challenges.
- Reflect critically on personal teaching practices and adapt them to enhance student engagement and achievement in English.

194. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Explain key concepts, principles, and purposes of educational testing and evaluation.
- **CLO 1.2:** Describe different types of tests and assessment tools used in educational settings.

Skills

- **CLO 2.1:** Construct valid and reliable test items aligned with instructional objectives.
- **CLO 2.2:** Administer and score tests accurately using appropriate methods and tools.

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical thinking to evaluate the quality and effectiveness of tests.
- **CLO 3.2:** Use innovative and digital assessment tools to improve the efficiency and relevance of testing.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical responsibility, objectivity, and fairness in test development and evaluation.
- **CLO 4.2:** Reflect on and improve one's test development practices through feedback and research-based strategies.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with colleagues and stakeholders to develop and review assessment tools and communicate student performance effectively.

195. Teaching and Assessment

Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		

	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

196. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

197. Course Contents	
Session	Topics
1	Introduction to English Language Teaching Course overview, language functions, needs analysis
2	Theories of Language Acquisition Behaviorism, Cognitivism, Krashen's hypotheses
3	Approaches and Methods Grammar-Translation, Direct, Communicative Approach
4	Teaching Listening Skills Pre-, while-, and post-listening strategies
5	Teaching Speaking Skills Role plays, pronunciation drills, fluency practice
6	Teaching Reading Skills Skimming, scanning, intensive/extensive reading
7	Teaching Writing Skills Process/product writing, genre-based approach
8	Mid-term Examination

9	Use of ICT in ELT Language apps, digital tools, smart classrooms
10	Designing Instructional Materials Authentic, semi-authentic, and teacher-made resources
11	Formative and Summative Assessments Designing quizzes, rubrics, and tests
12	Error Analysis and Feedback Identifying errors, feedback techniques
	Inclusive English Language Teaching Multilingualism, differentiation, UDL
14	Reflective Practice in ELT Teaching journals, action research
15	Microteaching & Peer Feedback Students deliver mini-lessons
16	Final Term Examination

198. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

199. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

201. Text Book/Reference Books
<ul style="list-style-type: none"> ● Brown, H. D. (2007). <i>Teaching by principles: An interactive approach to language pedagogy</i> (3rd ed.). Pearson Education. ● Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education. ● Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press. ● Larsen-Freeman, D., & Anderson, M. (2013). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press. ● Nation, I. S. P. (2009). <i>Teaching ESL/EFL reading and writing</i>. Routledge.

- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill Education.
- Ur, P. (2012). *A course in language teaching: Practice and theory* (2nd ed.). Cambridge University Press.
- Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts*. Macmillan Education.
- Ghosn, I. K. (2002). *Four good reasons to use literature in the primary school ELT*. *ELT Journal*, 56(2), 172–179.
(Often included in TEFL/TESOL readers.)
- Fareed, M., Humayun, S., & Akhtar, Z. (2016). *Teaching English in Pakistan: A review of major pedagogical issues and challenges*. *Language in India*, 16(1), 172–193.

202. Online Learning Material

- **British Council – Teaching English**
Global resources for ESL teachers, including lesson plans and training.
☐ <https://www.teachingenglish.org.uk/>
- **BBC Learning English**
Free lessons, grammar videos, and pronunciation practice.
☐ <https://www.bbc.co.uk/learningenglish/>
- **Cambridge English – Teacher Resources**
Offers free lesson plans, sample tests, and teaching frameworks.
☐ <https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>
- **TESOL International Association**
Professional development, journals, and global teaching standards.
☐ <https://www.tesol.org/>
- **OneStopEnglish**
Teaching materials for all levels by Macmillan Education.
☐ <https://www.onestopenglish.com/>
- **American English at State (U.S. Department of State)**
Excellent repository for English language teaching resources.
☐ <https://americanenglish.state.gov/>
- **ESL Gold**
A wide range of ESL materials categorized by skill level and topic.
☐ <https://www.eslgold.com/>
- **Colorín Colorado – ELL Resources**
Special focus on bilingual learners and inclusive practices.

☐ <https://www.colorincolorado.org/>

- **Coursera – English Language Teaching Courses**

Access free and paid professional courses.

☐ <https://www.coursera.org/>

- **Open Educational Resources (OER) Commons – English Language Arts**

Curated lessons, activities, and worksheets.

☐ <https://www.oercommons.org/hubs/ela>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

203. Course Code and General Information	
Course Code	EDU 208
Course Title	Teaching of Mathematics
Credit Hours	03
Program	BS - Education

204. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

205. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education 	

- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

206. Course Description

The *Teaching of Mathematics* course is designed to equip pre-service teachers with the theoretical understanding and practical skills required to teach mathematics effectively at the elementary and secondary school levels. The course emphasizes the nature, objectives, and importance of mathematics education in developing logical thinking, problem-solving abilities, and analytical reasoning among learners. Student-teachers explore a range of instructional methods, learning theories, curriculum alignment, lesson planning, and assessment strategies specific to mathematics. Emphasis is placed on creating an inclusive and engaging classroom environment, integrating ICT, and using real-life contexts to enhance students' mathematical understanding. The course aligns with national curriculum standards and promotes reflective, innovative, and learner-centered teaching practices.

207. Course Objectives

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

- Understand the nature, scope, and significance of mathematics education in Pakistan.
- Analyze national mathematics curriculum objectives and structure for school levels.
- Apply a variety of teaching strategies to promote conceptual understanding and procedural fluency.
- Plan, implement, and assess effective mathematics lessons using activity-based and problem-solving approaches.
- Integrate real-life contexts, manipulative tools, and ICT in mathematics instruction.
- Identify learning difficulties in mathematics and apply differentiated strategies to address them.
- Reflect on their teaching practices and improve instructional techniques based on feedback and student outcomes.

208. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the purpose, scope, and content areas of Social Studies education within the national curriculum of Pakistan.
- **CLO 1.2:** Explain key concepts of citizenship, diversity, democracy, culture, and global awareness as integral to Social Studies teaching.

Skills

- **CLO 2.1:** Design learner-centered Social Studies lesson plans using a variety of teaching strategies and resources.
- **CLO 2.2:** Apply appropriate assessment techniques to evaluate cognitive, affective, and social learning outcomes in Social Studies.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical thinking in analyzing social issues and integrating them into classroom discussions and activities.

- **CLO 3.2:**Innovate teaching strategies that foster civic engagement, empathy, and social responsibility.

Values and Professionalism

- **CLO 4.1:** Promote values of democracy, peace, inclusion, and respect for diversity through Social Studies education.
- **CLO 4.2:** Reflect on personal teaching experiences to continuously improve Social Studies instruction and professional growth.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to create meaningful Social Studies learning experiences that connect learners with their social realities.

209. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

210. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 5, 6 & 11

2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 4, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6, 10, 11
5	CLO 5	PLO 4, 8 & 11

211. Course Contents	
Session	Topics
1	UNIT 1: Why teach social studies? Introduction to the course Towards creating a better world The evolution of the concept of human rights and Human rights in education
2	
3	
4	
5	
6	UNIT 2: History: people, past events, and societies Definition, rationale, and methods of history Cause and effect
7	
8	
8	Midterm
9	UNIT 3: Geography: people, places, and environment Definition and rationale for teaching and learning geography Global warming: exploring the issue
10	
11	UNIT 4: Culture and diversity Rationale for the study of culture Society and socialization Assimilation and acculturation Interdependence Why peace education? teaching children the skills to resolve conflicts
12	
13	
14, 15	
16	UNIT 5: Power, authority, and governance Power, authority, and governance
16	UNIT 6: Production, distribution, and consumption Definition of economics and the rationale for teaching and learning it
16	Final Examination

212. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment

1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1. Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)**Description:**

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2018). *Elementary and middle school mathematics: Teaching developmentally* (10th ed.). Pearson.
 - Charles, R. I., & Lester, F. K. (2004). *Teaching mathematics: Strategies that work* (3rd ed.). Pearson Education.
 - Skemp, R. R. (1987). *The psychology of learning mathematics*. Lawrence Erlbaum Associates.
 - Sowell, E. J. (2001). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Pearson Education.
 - NCTM. (2000). *Principles and standards for school mathematics*. National Council of Teachers of Mathematics.
 - Orton, A. (2004). *Learning mathematics: Issues, theory and classroom practice* (3rd ed.). Continuum.
 - Haylock, D., & Manning, R. (2014). *Mathematics explained for primary teachers* (5th ed.). SAGE Publications.
 - Reys, R. E., Lindquist, M. M., Lambdin, D. V., & Smith, N. L. (2014). *Helping children learn mathematics* (11th ed.). Wiley.
 - Iqbal, M. (2004). *Teaching of mathematics*. Afaq Publishers.
 - Zaslavsky, C. (1994). *Africa counts: Number and pattern in African culture*. Lawrence Hill Books.
- (Use for multicultural and global perspective in math education.)*

214. Online Learning Material

- **National Council of Teachers of Mathematics (NCTM)**
Provides teaching strategies, journals, and math tasks.
□ <https://www.nctm.org/>
- **Khan Academy – Math**
Free video tutorials and practice activities across grade levels.
□ <https://www.khanacademy.org/math>
- **NRICH – University of Cambridge**
Problem-solving tasks and teacher resources for math enrichment.
□ <https://nrich.maths.org/>
- **Illustrative Mathematics**
Offers quality curriculum and tasks aligned to standards.
□ <https://www.illustrativemathematics.org/>
- **Mathigon**
Interactive math content with visual and hands-on learning.
□ <https://mathigon.org/>
- **Open Middle – Challenging Math Problems**
Engaging problems that promote critical thinking.
□ <https://www.openmiddle.com/>
- **PhET Interactive Simulations – Math Section**
Visual tools and simulations for algebra, geometry, and more.
□ <https://phet.colorado.edu/en/simulations/category/math>
- **BBC Bitesize – Maths**
Videos, quizzes, and explanations tailored to school students.

- <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- **MathsIsFun**
Concept-based explanations with activities and worksheets.
□ <https://www.mathsisfun.com/>
- **OER Commons – Mathematics**
Open resources and lesson plans for math teaching.
□ <https://www.oercommons.org/hubs/math>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

215. Course Code and General Information	
Course Code	EDU 105
Course Title	General Methods of Teaching
Credit Hours	03
Program	BS - Education

216. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

217. Program Learning Outcomes (PLOs)

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

218. Course Description

The *General Methods of Teaching* course is designed to introduce pre-service teachers to the foundational principles, strategies, and techniques of effective teaching and learning. It explores the theoretical underpinnings of pedagogy and their application in real classroom contexts. The course enables student-teachers to understand and apply a variety of instructional methods, lesson planning frameworks, classroom interaction models, and assessment tools to enhance student engagement and achievement. Special attention is given to inclusive practices, reflective teaching, integration of ICT, and adaptation of teaching methods to meet diverse learners' needs. Through observation, micro-teaching, and practicum-based tasks, student-teachers are prepared to create dynamic and learner-centered classrooms aligned with national and global educational standards.

219. Course Objectives

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

- Understand the nature, goals, and process of teaching and learning.
- Explore various general teaching methods and their applicability across subjects and levels.
- Develop skills for planning, implementing, and evaluating effective lesson plans.
- Use learner-centered, inclusive, and reflective approaches in classroom instruction.
- Integrate ICT tools, real-life contexts, and assessment for learning strategies in teaching practices.

- Promote critical thinking, communication, collaboration, and creativity through teaching.
- Reflect on their teaching practices for continuous professional growth.

220. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the foundational theories and principles of teaching and learning applicable across educational contexts.
- **CLO 1.2:** Explain a range of teaching methods and instructional models suitable for diverse learners.

Skills

- **CLO 2.1:** Design and implement effective lesson plans using appropriate teaching methods and instructional aids.
- **CLO 2.2:** Apply classroom management strategies and differentiated instruction to support all learners.

Critical Thinking & Innovation

- **CLO 3.1:** Evaluate and adapt teaching methods to improve instructional effectiveness and student engagement.
- **CLO 3.2:** Demonstrate creativity in designing and delivering learner-centered instruction.

Values and Professionalism

- **CLO 4.1:** Promote inclusive, ethical, and student-centered teaching practices that respect learners' differences.
- **CLO 4.2:** Reflect on personal teaching practices to improve professional competencies and foster lifelong learning.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with peers, mentors, and educational stakeholders to enhance teaching practices and learning environments.

221. Teaching and Assessment

Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings	Reflection Examination

		Case Studies as group task/discussion	Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

222. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 3, 4 & 6
3	CLO 3.1 & CLO 3.2	PLO 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

223. Course Contents	
Session	Topic
1	Introduction to the school and classroom context.
2	Week 2: Becoming more involved in the classroom. .
3	Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher.
4	Week 4: Assuming responsibility for co-planning and co-teaching as many classes as you can.
5	Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.
6	Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College/ University Practicum Supervisor. •
7	Orientation meeting on campus. Focus on 1) expectations, 2) techniques for observing in schools, and 3) becoming involved in the classroom.
8	Midterm

9	Start co-planning and co-teaching of sections of lessons alongside your Cooperating Teacher.
10	Assume responsibility for planning, teaching, and assessing (starting with one subject and progressing to at least two subject areas).
11	<p>Interview</p> <ul style="list-style-type: none"> • Design 10 open ended questions regarding any problem related to education. • Conduct interview of a teacher and a student. • Transcribe it and write your reflection.
12	<p>Seminar session</p> <ul style="list-style-type: none"> • Student led seminar/webinar • Prepare in the group of 5 students in which one will be presenter. The seminar runs parallel to your experience at school. Student Teachers may expect to discuss issues such as: <ul style="list-style-type: none"> • Practical issues of teaching and learning in their field placements • Language learning • Different perspectives on how to organize and manage a classroom
13	<p>Student Teachers will:</p> <ul style="list-style-type: none"> • Present an analysis of own or a peer's teaching • Conduct an observation focused on specific classroom practices or an individual child • Try out a particular method and reflect on its success in achieving its purpose • Conduct an interview with a teacher and a child. All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.
14	<p>The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:</p> <ul style="list-style-type: none"> • Assisting individual students • Working with small groups • Taking responsibility for planning and teaching sections of lessons
15	<p>Compilation of Teaching Practice Files/Portfolios</p> <ul style="list-style-type: none"> • Review what has been learned during the field placement. • Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the Instructor. • Share student teaching portfolios for peer review.
16	Final Examination

224. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%

4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1. Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

225. Textbook/Reference Books

- Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). Pearson.
- Borich, G. D. (2016). *Effective teaching methods: Research-based practice* (9th ed.). Pearson.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

- Eggen, P., & Kauchak, D. (2015). *Strategies and models for teachers: Teaching content and thinking skills* (10th ed.). Pearson.
- Slavin, R. E. (2011). *Educational psychology: Theory and practice* (10th ed.). Pearson Education.
- Ornstein, A. C., & Lasley, T. J. (2000). *Strategies for effective teaching* (4th ed.). McGraw-Hill.
- Killen, R. (2007). *Effective teaching strategies: Lessons from research and practice* (4th ed.). Thomson Social Science Press.
- Arends, R. I. (2014). *Learning to teach* (10th ed.). McGraw-Hill Education.
- Loughran, J. (2006). *Developing a pedagogy of teacher education*. Routledge.
- Farooq, R. A. (2001). *Teacher education in Pakistan*. UNESCO. (Helpful for contextual understanding)

226. Online Learning Material

- **Teaching Channel**
Videos and strategies from real classrooms for various subjects and grade levels.
□ <https://www.teachingchannel.com/>
- **Edutopia – Teaching Strategies**
Articles, case studies, and practical teaching techniques.
□ <https://www.edutopia.org/teaching-strategies>
- **OpenLearn – The Open University**
Free courses and teaching resources on general pedagogy.
□ <https://www.open.edu/openlearn/>
- **Coursera – Foundations of Teaching for Learning**
Online professional development courses for teacher educators.
□ <https://www.coursera.org/learn/teaching-learning>
- **National Education Association (NEA)**
Resources on classroom management, lesson planning, and student engagement.
□ <https://www.nea.org/professional-excellence>
- **OER Commons – Teacher Education**
Open educational resources and lesson planning tools.
□ <https://www.oercommons.org/hubs/teacher-education>
- **British Council – Teacher Training**
Especially useful for English language educators, includes methodology guidance.
□ <https://www.teachingenglish.org.uk/>
- **Edmodo**
Teaching platform and resource sharing community for educators.
□ <https://new.edmodo.com/>
- **FutureLearn – Teacher Training Courses**
Courses on pedagogy, assessment, and digital tools.
□ <https://www.futurelearn.com/subjects/teaching-courses>
- **TeacherVision**
Classroom-ready lesson plans, teaching strategies, and printable tools.
□ <https://www.teachervision.com/>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

227. Course Code and General Information	
Course Code	EDU 311
Course Title	Teaching Urdu
Credit Hours	03
Prerequisite	none
Program	B.Ed

228. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

229. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

230. Course Description	
اردو کی تدریس کا یہ کورس پیشہ ورانہ معلمین کی تربیت کے لیے تیار کیا گیا ہے تاکہ وہ اردو زبان و ادب کو	

مؤثر انداز میں پڑھانے کی مہارت حاصل کر سکیں۔ اس کورس میں اردو کے تدریسی اصول، زبان کے مختلف کی تدریس، نصاب سازی، اسباق کی منصوبہ بندی، تدریسی وسائل کا استعمال، (سننا، بولنا، پڑھنا، لکھنا) پہلوؤں اور تشخیصی طریقہ کار پر غور کیا جاتا ہے۔ اس کے علاوہ، طلبہ کو شامل کرنے، تنقیدی سوچ کی پرورش، اور اور بین المتعلقاتی تدریس پر بھی توجہ دی جاتی ہے۔ یہ کورس طلبہ ICT جدید تدریسی حکمت عملیوں جیسے اساتذہ کو اردو زبان کی تدریس میں خود اعتمادی، تخلیقی سوچ، اور قومی و ثقافتی شعور پیدا کرنے میں مدد دیتا ہے۔

231. Course Objectives

9.13.1 □□□□□□□□□□ (Course Objectives)

اس کورس کے اختتام پر طلبہ اساتذہ کی یہ صلاحیتیں متوقع ہیں:

اردو زبان و ادب کی تدریس کے اصولوں اور طریقوں کو سمجھنا۔

(سننا، بولنا، پڑھنا، لکھنا) کی تدریس کے لیے مؤثر اسباق تیار کرنا۔

طلبہ کی ضروریات کے مطابق تدریسی حکمت عملی اپنانا اور ان کی تشخیص کرنا۔

- اردو تدریس میں جدید ٹیکنالوجی ICT مؤثر استعمال کرنا

تنقیدی، تخلیقی اور عکاس تدریس کی صلاحیتیں پیدا کرنا۔

تدریسی عمل میں ثقافتی اور لسانی حساسیت کو مدنظر رکھنا۔

232. Course Learning Outcomes (CLO)

9.13.2 □□□□□□□□□□ (CLOs)

□□□ (Knowledge)

• CLO 1.1:

اردو زبان کی تدریس سے متعلق نظریاتی تصورات، اصولوں اور تدریسی طریقوں کی وضاحت کرنا۔

• CLO 1.2:

اردو کے چاروں لسانی مہارتوں کے تدریسی تقاضوں کو سمجھنا اور ان کا تجزیہ کرنا۔

□□□□□□□ (Skills)

• CLO 2.1:

اردو زبان کی تدریسی حکمت عملیوں کے مطابق اسباق کی منصوبہ بندی، تدریس اور تشخیص کرنا۔

• **CLO 2.2:**

طلبہ کی زبان دانی کی سطح کے مطابق تدریسی وسائل اور ICT کا مؤثر استعمال کرنا

□□□□ □□□□ □□□□□□ (Critical Thinking & Innovation)

• **CLO 3.1:**

اردو کی تدریس میں تخلیقی طریقہ کار اپنانا اور مسائل کا حل تجویز کرنا۔

• **CLO 3.2:**

اردو تدریس کی بہتری کے لیے تحقیقی بصیرت کا استعمال کرنا۔

□□□□ □□□□ □□□□ □□□□ □□□□□□ (Values and Professionalism)

• **CLO 4.1:**

ثقافتی حساسیت، لسانی تنوع اور اخلاقی اصولوں کے مطابق تدریس کرنا۔

• **CLO 4.2:**

تدریسی عمل کی عکاسی اور پیشہ ورانہ بہتری کے لیے خود تشخیصی صلاحیت پیدا کرنا۔

□□□□□ □□□□□ □ □□□□□□ (Collaboration and Community Engagement)

• **CLO 5:**

زبان سیکھنے کے مواقع پیدا کرنے کے لیے طلبہ، والدین، اساتذہ اور معاشرے کے ساتھ مؤثر اشتراک کرنا۔

233. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		

	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

234. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2 & 5
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 3 6 & 8
3	CLO 3.1 & CLO 3.2	PLO 7, 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

نصاب اردو SYLLABUS URDU

نصاب برائے نفس مضمون / اردو مافیہ (Content)

- ۰۔ کورس کا بیان (COURSE DESCRIPTION)
- ۰۔ حاصلات کورس (COURSE OUTCOMES)
- ۰۔ تعلیمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- ۰۔ یونٹ (UNIT)

- ۱۔ تعارف زبان
- ۲۔ اصناف ادب
- ۳۔ اصناف سخن (نظم و غزل)
- ۴۔ انشا پر داری
- ۵۔ اردو کے جدید رجحانات

- ۰۔ حوالہ جات (REFERENCES)
- ۰۔ اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- ۰۔ کورس سے متعلق لازمی معلومات
- ۰۔ اردو سے متعلق غلط فہمیوں کا ازالہ
- ۰۔ تفصیلی سبقی خاکے

نصاب برائے نفس مضمون/اردو مافیہ (Content)

سال اول سیمسٹر - ۱

ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE

بی ایڈ پلیمینٹری/(آنرز)

کریڈٹ: ۳

پیش لازمیہ: (PREREQUISITES)

ایف اے سطح تک اردو لازمی پڑھنے والے طلبہ اس کورس میں داخلے کے اہل ہوں گے۔

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیر تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیر تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کر سکیں۔ ان مہارتوں میں دسترس حاصل کرنے کے لیے عملی طریق Functional Method استعمال کیا جائے گا۔

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔ اس طریقہ میں مدرس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر ”کیا کہنا چاہیے“ پر خاص توجہ دی جائے گی۔ تاکہ زیر تربیت اساتذہ نظم و نوا میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابل توجہ ہے کہ اس کورس میں اساتذہ قواعد و دران مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کروایا جائے گا۔ تاکہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے استاد کہلائیں۔ کسی بھی زبان کی مدرس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعراء وادباء شامل کیے گئے ہیں جو جماعت اول تا ہفتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو بہ طور گلوبل لینگویج جدید رجحانات (ضرورتوں/تقاضوں/تعمیری جہتوں) کے حوالے سے بھی زیر بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی + صوتی) تخلیقی، مخلوطی، فنکشنل اردو کی مدرس پر خصوصی توجہ دی گئی ہے تاکہ پلیمینٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھاسکیں۔

حاصلات کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیر تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کر سکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی و تحریری انداز میں بیان کر سکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کر سکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم نو کر سکیں۔

- تدریس زبان کے عملی پہلو کو ابتدائی دورمیان سطح کی جماعتوں استعمال کر سکیں۔
- عملی طریق (Functional Method) سے نصاب پروسس حاصل کر سکیں۔

تعلیمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACH)

اس کورس کی ترجیح نو کے مقاصد کو پیش نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تجلیلی، مخلوطی، استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمعی بصری معادلات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیرلرنج جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمت عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارف زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تاکہ اردو کے استاد کو ادب پر فنی اور زبان پر حتی الامکان دسترس حاصل ہو۔ جہاں زبان کی تاریخی حیثیت کے حوالے سے بابائے اردو مولوی عبدالحق کی کاوشوں کو سراہا گیا ہے وہیں ڈاکٹر محمد صدیق خان شبلی کے مضمون عملی، فنکشنل اردو سے بھرپور استفادہ کیا گیا ہے تاکہ نوآموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لاسکیں۔ ان طریقوں سے تدریس کو ایک منظم سائنس کی صورت میں پڑھانے کے لیے کئی ایک اصولوں کو بھی اختیار کیا جائے گا۔ مثلاً: الفاظ کی بار بار مشق، تذکیر و تانیث، واحد و جمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدبیریں استعمال کی جائیں گی۔ جو بہت نتائج کا باعث بنیں گی۔ تاکہ انٹرمیڈیٹ سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

- تعارف زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)
- زبان کی اہمیت و افادیت (فکری/فنی/عملی سطح پر)
- اردو کے فروغ میں درپیش مشکلات (تدارک/غلط فہمیوں کا ازالہ)

دوسرا ہفتہ

- اردو زبان کی کہانی از بابائے مولوی عبدالحق (مضمون کا مطالعہ)
- عملی/فنکشنل اردو ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

اصنافِ ادب (صرف ڈیوڈ ریس ادبیات کا حصہ ہیں)

تعارف:

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔ نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکالمہ اور طنز و مزاح شامل ہیں۔ تاکہ پیمینٹری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صفت ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیئت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، فکشنل اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تاکہ قواعد نفس مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جاسکے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً (زبانی اندازِ تعلیم) (Oral Approach) اور صورت حال کے مطابق تدریس زبان (Situational Language Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔ تاکہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور مشق (Exercise) کا کام بھی چلتا رہے۔ ان مقاصد کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔ مثلاً سننا بولنا تو سننے اور بولنے ہی سے آتا ہے۔ لہذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا ہفتہ

- ۰۔ اصنافِ نثر کا مختصر تعارف اجزاء/اقسام/اصناف کا تقابل
- ۰۔ داستان (اجزاء/ناول و داستان کا فرق)
- ۰۔ ناول (اقسام/ناول و افسانہ کا فرق)

چوتھا ہفتہ

- ۰۔ ڈراما (اقسام/اجزائے ترکیبی/روایت)
- ۰۔ افسانہ نگاری کا تعارف اشفاق احمد کے ”گڈ ریا“ کے حوالے سے (فکری و فنی تجزیہ)
- ۰۔ طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

- ۰۔ ماحوذ اقتباسات (صرف یعنی الفاظ سے بحث، نحو مکمل جملوں اور عبارتوں سے بحث)
- ۰۔ اغلاطِ زبان (بیجا قواعد فقروں کی تصحیح)
- ۰۔ محاورات (دورانِ گفتگو/عام بول چال میں استعمال)

پہلا ہفتہ

- ۰۔ ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- ۰۔ اوصاف خوش خوانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- ۰۔ تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیر بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، بیروڑی اور گیت شامل ہیں۔ اس یونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تحلیلی تجزیہ پیش کر سکے۔ مثلاً میر کا ترکیبی شعر ہے۔

فقیرانہ آئے صدا کر چلے
میاں خوش رہو ہم دعا کر چلے

یہی خیال غالب کے ہاں تحلیلی رنگ میں ملاحظہ فرمائیے!

بتا
تماشائے اہل کرم دیکھتے ہیں

تو بہ حافظ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

ساتواں ہفتہ

- ۰۔ اصنافِ سخن کا تعارف
- ۰۔ اردو نظم (تعارف، اقسام)
- ۰۔ اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- ۰۔ علامہ محمد اقبال کی نظم ”روح ارضی آدم کا استقبال کرتی ہے“۔

- مولانا الطاف حسین حالی کی نظم مسدس حالی کے پہلے چار بند
- پس منظر کے تحت منظومات کی تشریح

نواں ہفتہ

- مرزا اسد اللہ خاں غالب کی غزل ”باز بچہ اطفال ہے دنیا میرے آگے“
- صوفی غلام مصطفیٰ تبسم کی غزل ”یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب“ کے پہلے پانچ اشعار
- شعرا کا فکری و فنی تقابل

دواں ہفتہ

- پرائمری سطح کی نظمیں (کلام پراٹھار خیال، تمثیل)
- وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)
- تحت اللفظ اور فی الہدیہ نظم گوئی

یونٹ ۴

انشا پر داری

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روزمرہ زندگی میں زبان کے استعمال یعنی ”کس موقع پر کیسی زبان بولی جائے“ کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فنکشنل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ انجینئری سطح کے اساتذہ انشا پر داری کے طریقے، تکنیک اور حکمت عملی کے گریکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھاسکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں مدد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہرپ بھرنایا ڈراما کاری، بحث مباحثہ/ مذاکرے۔ مثلاً رپورٹ یا ڈکٹوڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں دے دینا۔ اس ضمن میں جماعتی سطح/ معیار/ امتحان کا خاص خیال رکھا جائے گا۔ تاکہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- اردو حروفِ چمبی (صوتیات/ اعراب/ حرکات)
- اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، تلازمی)
- حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

بارہواں ہفتہ

- صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمے، ذرائع ابلاغ، اخبارات، ٹی وی ڈرامے)
- تعلیم خوش خطی (درست تحریر کے ضروری امور)
- تخلیقی انشا (مشاہدہ و تحریر)

تیرہواں ہفتہ

- خطوط، درخواست (بشمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- مکالمہ دوڑا مانگا رے (ڈراما کاری)
- مضمون نویسی (جدید موضوعات پر اظہار خیال)

پونٹ ۵

اردو کے جدید رجحانات (ضرورتیں/تقاضے/تعمیری جہتیں)

تعارف :

اردو کے جدید رجحانات: ضرورت، تقاضے اور تعمیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو آموذ اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پر لطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیر تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورٹاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گزہ اردو کھول رہی ہے۔ سائنسی و تکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیر تربیت اساتذہ کو مستند عملی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نہ کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کیوس پر اتارنا۔ غالب و اقبال کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرت عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی شخص اجاگر کرنے اور اسے گوبل لیکنوٹیج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

- اردو کی ترویج (ہمد پہلو ضرورت)
- اردو کی بین الاقوامی حیثیت (تقاضے/تعمیریں)
- اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

- اردو ذریعہ ابلاغ (دفتر، صحافت، مذہب و اخلاق)

- ۰۔ اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)
- ۰۔ اردو رابطے کی زبان (عام بول چال کے حوالے سے)

سولہواں ہفتہ

- ۰۔ اردو آرٹ اور کلچر (نثر و نظم میں آرٹ/ آرٹ میں نثر و نظم)
- ۰۔ اردو تراشہ جلی (قومی دلی جذبے/ ماخوذ متن)
- ۰۔ اردو گلو بل لیکچر (منظر نامہ)

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افسانے/ کہانیاں/ ڈرامے/ خطوط

- ۰۔ ”خودکشی/ ٹوپہ ٹیک سنگ“ سعادت حسن منٹو
- ۰۔ چور، اشفاق احمد
- ۰۔ رستم و شہزاد، آغا حشر

۰۔ ”مرزا غالب بندر روڈ پر“، خواجہ معین الدین (ڈراما سی ڈی)

۰۔ ”یوسف مرزا کے نام“، مرزا غالب

۰۔ ”مولانا انشا اللہ خان کے نام“، علامہ اقبال

ماڈل اسائنمنٹ : (ASSIGNMENTS)

- ۱۔ علامہ اقبال کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعر اکٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔
- ۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔
- ۳۔ صوفی غلام مصطفیٰ جتیم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔
- ۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچہ کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے متعلق لازمی معلومات:

اس کورس کا بنیادی لازمہ اردو کو قیام بخشنا بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماحول کی اہمیت سے بھی انکار نہیں کیا جاسکتا۔ اسی وجہ سے کورس کا آغاز تعارفی زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ ولندیزیوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے نکللتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل با مقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فروغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی اور تدریسی بنیادوں پر رکھنا چاہیے اور معیار مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طریقہ فکر سے سکتا ہے۔

جدید ماہرین تعلیم فی امور میں منطقی سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گروپش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفت دیکھے پھر اسمائے مکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپناتا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجزیہ بعد میں۔ یہ کورس خاص طور پر زیر تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محضر (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دور حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تر مدنی عمل کا بنیادی نقطہ یہ ہے کہ زیر تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی فنکشنل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شیلی کا مضمون قابلِ توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیر تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ان کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصنافِ ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظر نامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فردِ غ کا راستہ خود بخود ڈھونڈ نکالتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معاونات اور تکنیک وضع کرنا۔ جو سائنٹفک اندازِ نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فنکشنل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق کا آغاز مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ الگ ہوتا ہے اس طریقے کا پورا پورا فائدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے اُردو کی تدریس کو موثر بنانے کے لیے اُردو کے فنکشنل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفسِ مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہفتم نصابی کتب میں شامل شعراء وادباء پر تفصیلی بحث فنکشنل انداز میں شامل ہے۔

انشا پر دازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، تلازمی اور بنی کیفیتوں کو سمجھنا اور ان کی ابتدائی و وسطانی جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیقی انشا کا باعث ہے۔ عملی اُردو کا تقاضا ہے کہ غالب و اقبال کا اندازِ لکھنے والے طلبہ ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا تمثیل کا رنگ دے دیں۔

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظر نامہ اُردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی، فردِ غ کے رجحانات کو بہت زاویے، تکنیکی سانچے، کمپیوٹر اور محضر فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ وارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوی ایف ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلیمینٹری کی سطح کا یہ کورس اسی خیال (فریہ Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اُردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اُردو بولتے ہیں تو انھیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حروفِ عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظ اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں جھجک، قرات معیوب، تنگی و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، سچے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پُر۔ اس کا سبب غلط طریق تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ کو خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

اُردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ ”بات، بس اور بیج حرف میں ”ب“ میں تین جدا گانہ

صورتیں اختیار کر لی ہیں۔ اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ دیگر زبانوں میں حروف کو ملا یا نہیں جاتا بلکہ حروف اپنی شکل میں لکھے جاتے ہیں

اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ عربی میں بعض حروف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ذ کے تلفظ سے ادا کرتے ہیں مگر عرب ”ذھ“ کے تلفظ میں بولتے ہیں۔ ع کو اُردو والے، الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبہ اسے ”ع“ کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ نحر، صبر، صرف، دُور۔ دُور وغیرہ۔ عربی میں جہل کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اُردو میں بالکل الٹ معنی برتے جاتے ہیں۔ تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی ناچستہ رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا متنوع ماحول بیدار ہی نہیں کر پاتا۔ ذخیرہ الفاظ میں وسعت اور بوقت ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اُردو لغات اور ”اُردو تھیسارس“ کا استعمال زیادہ مفید ہوتا ہے۔ اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق و سباق پر منحصر ہے۔ ظاہر ہے کہ سیاق و سباق اور بر محل استعمال کے لیے وسعت مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض ارباب تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرہ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تاکہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہار خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔
- اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہذا الفاظ کا طریقہ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو زبان تو لے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اُردو زبان کو اُردو زبان کے استاد ہی پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

235. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles	3, 4, 5, 8,10,11,12	10%

	debriefing		
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
236. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

238. Text Book & Reference Books	
<ul style="list-style-type: none"> Afaq, A. (2014). <i>Urdu zaban ki tadrees: Usool o tariq-e-kar</i> (Urdu). Lahore: Ilmi Kitab Khana. Faruqi, S. R. (2004). <i>Urdu ka sabaq</i> (Urdu). Karachi: Oxford University Press. Husain, S. A. (2011). <i>Tadrees-e-Urdu ke asool</i> (Urdu). Lahore: Maktaba-e-Faridiya. Mahmood, A. (2013). <i>Tadrees-e-zaban: Nazriyat aur amal</i> (Urdu). Lahore: Urdu Science Board. Mehmood, K. (2016). <i>Urdu ke ustaad ke liye rehnuma kitab</i> (Urdu). Islamabad: National Book Foundation. Jamil, R. (2012). <i>Urdu zaban aur uske tadreesi tareeqe</i> (Urdu). Lahore: Ilmi Kutub Khana. Saleem, M. (2018). <i>Asri Urdu adab aur tadreesi lahja</i> (Urdu). Karachi: Educational Publishing House. Siddiqui, M. H. (2006). <i>Teaching of language arts: Urdu</i> (Bilingual). New Delhi: APH Publishing. National Council of Educational Research and Training (NCERT). (2005). <i>Position paper: Teaching of Indian languages</i> (for Urdu educators). New Delhi: NCERT. Khan, A. (2010). <i>Urdu ka Muallim</i> (Urdu). Lahore: Ilmi Kutub Khana. 	

239. Online Learning Material

- **UrduPoint – Urdu Language Resources**

Offers Urdu grammar, vocabulary, and reading materials.

□ <https://www.urdupoint.com/>

- **Rekhta Foundation – Urdu Literature Archive**

A comprehensive digital archive of Urdu poetry and prose.

□ <https://www.rekhta.org/>

- **Urdu Kids Learning (Taleemabad)**

Interactive Urdu lessons, games, and videos.

□ <https://www.taleemabad.com/>

- **National Book Foundation – Urdu Books**

Government-supported publisher of Urdu textbooks.

□ <https://www.nbf.org.pk/>

- **Alif Ailaan (Archived Resources)**

Reports and materials on Urdu education in Pakistan.

□ <https://www.dawn.com/news/1496440> (example report)

- **NCERT – Urdu Teaching Resources (India)**

Lesson plans and pedagogical support for Urdu teachers.

□ <https://ncert.nic.in/textbook.php?iurd1=0-10>

- **YouTube – Urdu Teaching Channels**

Multiple channels provide lesson planning and pedagogical tips in Urdu.

□ https://www.youtube.com/results?search_query=urdu+teaching+methods

- **Virtual University of Pakistan – Urdu Lectures**

Free online video lectures for Urdu and language pedagogy.

□ <https://www.vu.edu.pk/>

- **UrduWeb Digital Library**

Urdu eBooks and research materials.

□ <http://www.urduweb.org/mehfil/>

- **Pakistan Education Portal – Teacher Resources**

Government portal with Urdu curriculum guidelines.

□ <https://www.moent.gov.pk/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

240. Course Code and General Information	
Course Code	EDU 312
Course Title	Comparative Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

241. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

242. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

243. Course Description	
This course <i>Comparative Education</i> explores the field of comparative education by	

examining the educational systems, philosophies, policies, and practices of different countries. It aims to develop in student-teachers an understanding of how social, political, economic, cultural, and historical contexts influence educational development globally. The course enables future educators to critically analyze Pakistan's educational system in relation to other countries, drawing lessons and best practices for reform and improvement. Through research, discussion, and reflective inquiry, student-teachers will develop global perspectives, comparative analysis skills, and a deeper appreciation for diversity in education.

244. Course Objectives

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

- Understand the concept, scope, and significance of comparative education.
- Analyze key features of educational systems in selected countries and compare them with Pakistan's system.
- Explore the influence of socio-economic, cultural, political, and historical factors on education globally.
- Critically evaluate education policies, structures, and outcomes in a comparative framework.
- Reflect on educational reforms and innovations from other contexts to propose improvements for Pakistan's education system.
- Foster an appreciation of global citizenship, equity, and cultural diversity through educational comparison.

245. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Describe the foundations, approaches, and importance of comparative education as a field.
- **CLO 1.2:** Identify and compare educational systems, policies, and practices across different countries.

Skills

- **CLO 2.1:** Analyze the role of cultural, political, economic, and historical factors in shaping educational systems.
- **CLO 2.2:** Conduct a comparative study using research-based methods to evaluate international education systems.

Critical Thinking & Innovation

- **CLO 3.1:** Critically reflect on the strengths and challenges of Pakistan's education system in light of global models.
- **CLO 3.2:** Propose context-relevant reforms and innovations based on comparative insights.

Values and Professionalism

- **CLO 4.1:** Demonstrate awareness of equity, inclusion, and global citizenship values in education.
- **CLO 4.2:** Engage in reflective practice to improve personal teaching philosophy using international perspectives.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers and engage in group-based comparative research to foster shared learning and cultural appreciation.

246. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

247. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10, 11
5	CLO 5	PLO 1, 4 & 8

248. Course Contents	
Session	Topic
1	<ul style="list-style-type: none"> Purposes of comparative education The uses of comparative education What is comparative education? Define and explain the term comparative education
2	<ul style="list-style-type: none"> Comparability as a historical journey (2 sessions) Approaches to comparative education Classify approaches to studying comparative education
3	<ul style="list-style-type: none"> App Approaches to comparative education Methods of comparative education Analyse the methods used in comparative education
4	<ul style="list-style-type: none"> Scope of comparative education Different disciplines from which comparative education draws ideas The importance of the sociology and philosophy of education to comparative education Explain the scope of comparative education
5	<ul style="list-style-type: none"> Educators determining a country's education system The role of key factors in determining education (religion, finances, and political and global trends) The role of teachers in appreciating and being critical reviewers of the factors that determine education systems Identify and discuss the factors that determine the education system of a country
6	<ul style="list-style-type: none"> Pathways to education Public and private education systems Analyse different types of education systems prevalent in Pakistan
7	<ul style="list-style-type: none"> Madrassah and formal education Formal, distance, and non-formal education Compare formal, distance, and non-formal education in the country
8	<ul style="list-style-type: none"> Project presentation Create and implement a project plan
9	<ul style="list-style-type: none"> Education theories and practices in the United States Historical reforms that have guided education in the United States Discuss the education theory and practices of selected developed countries
10	<ul style="list-style-type: none"> Education theories and practices in Japan historical reforms that have guided education in Japan Discuss the education theory and practices of selected developed countries
11	<ul style="list-style-type: none"> Education theories and practices in Hong Kong Historical reforms that have guided education in Hong Kong Discuss the education theory and practices of selected developed countries
12	<ul style="list-style-type: none"> Education systems of the United States, Japan, Hong Kong, and Pakistan: <ul style="list-style-type: none"> Similarities and differences • Lessons that can be learned and practices that can be adapted and adopted Compare and contrast education systems in Japan, the United States, and Hong Kong with systems in Pakistan.
13	<ul style="list-style-type: none"> Education system and practices in Afghanistan Issues and challenges in the education sectors of Afghanistan and ways of addressing them

	<ul style="list-style-type: none"> Describe the education systems and practices of selected developing countries
14	<ul style="list-style-type: none"> Education system and practices in India Issues and challenges in the education sectors of India and ways of addressing them Describe the education systems and practices of selected developing countries
15	<ul style="list-style-type: none"> The education system and practices in Bangladesh Issues and challenges in the education sectors of Bangladesh and ways of addressing them Describe the education systems and practices of selected developing countries
16	Final Examination

249. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

250. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

252. Text Book/ Reference Books

- Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). *Comparative education research: Approaches and methods* (2nd ed.). Springer.
<https://doi.org/10.1007/978-3-319-05594-7>
- Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice* (2nd ed.). Bloomsbury Academic.
- Crossley, M., Watson, K., & Bray, M. (2011). *Education in small states: Comparative perspectives*. Commonwealth Secretariat.
- Sadler, M. (2009). *Comparative education: The rise and progress of the subject*. Routledge.
- Arnove, R. F., Torres, C. A., & Franz, S. (Eds.). (2012). *Comparative education: The dialectic of the global and the local* (4th ed.). Rowman & Littlefield.
- Wolhuter, C. C. (2018). *Comparative and international education: Theory, research, and practice*. Sun Press.
- Cowen, R., & Kazamias, A. M. (Eds.). (2009). *International handbook of comparative education*. Springer.
<https://doi.org/10.1007/978-1-4020-6403-6>

- Rust, V. D., Soumaré, A., Pescador, O., & Shibuya, M. (Eds.). (1999). *Education in East Asia and the Pacific*. Garland Publishing.
- Tikly, L., & Barrett, A. M. (2011). *Education quality and social justice in the global South: Challenges for policy, practice, and research*. Routledge.
- Farooq, R. A. (1990). *Education systems in Pakistan*. National Book Foundation. (*Local perspective*)

253. Online Learning Material

- **World Bank – Education**
Reports and data comparing education systems worldwide.
☐ <https://www.worldbank.org/en/topic/education>
- **UNESCO Institute for Statistics – Education Data**
Global comparative education statistics.
☐ <http://uis.unesco.org/en/topic/education>
- **Comparative and International Education Society (CIES)**
Research articles, conference proceedings, and global education discussions.
☐ <https://cies.us/>
- **ERIC – Education Resources Information Center**
Academic research on comparative education topics.
☐ <https://eric.ed.gov/>
- **OECD – Education GPS**
Global policy indicators and reports (e.g., PISA, TALIS).
☐ <https://gpseducation.oecd.org/>
- **International Bureau of Education (UNESCO-IBE)**
Curricula comparisons, education systems profiles.
☐ <http://www.ibe.unesco.org/>
- **Global Partnership for Education (GPE)**
Country-specific education strategies and comparative data.
☐ <https://www.globalpartnership.org/>
- **Education International**
Reports on teaching conditions and education rights around the world.
☐ <https://www.ei-ie.org/>
- **Harvard Graduate School of Education – Global Education**
Articles and podcasts on comparative education themes.
☐ <https://www.gse.harvard.edu/global>

- **Routledge – Comparative Education Journal**

Leading academic journal on comparative education studies.

□ <https://www.tandfonline.com/toc/cced20/current>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM 231
Course Title	Communication Skills
Credit Hours	03
Pre-requisite	Functional English
Program	BBA
Semester	Fall 2021

2. Instructor and contact information	
Faculty Name	

4. Course Description	
The course focuses on developing advanced communicative skills which prepares students for real life context beyond the classroom. The course works on refining students' critical skills whilst providing opportunities for expressing ideas and opinions both through written and oral communication. Students	
3. Program Learning Outcomes	

Knowledge

PLO 1: Explain core concepts in business and related disciplines

Teambuilding

PLO 2: Demonstrate interpersonal and intrapersonal skills in groups and teams

Critical Thinking and Decision Making

PLO 3: Analyze business and related problems and formulate optimal solutions

Communication

PLO 4: Communicate through oral and written means by using appropriate technology

Entrepreneurship and Leadership

PLO 5: Identify and implement business opportunities and ideas

Ethics and Social Responsibility

PLO 6: Exhibit work ethics and promote sustainable development goals

through different modules will learn to analyze what the audience requires, the purpose of communication and planning their work. Effective oral communication is one of the core goals of the course that is achieved through group discussions, individual presentations and mock interviews. Professional writing skills will be developed through practice of writing letters, emails and memos.

5. Course Learning Outcomes (CLO)

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

CLO1	understand the process, types and role of communication in professional life.
CLO2	apply the writing process and 7Cs of communication.
CLO3	write effective positive and routine messages.
CLO4	write effective negative and persuasive messages.
CLO5	communicate effectively during the job search process

6. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO1.1	Students will be able to understand the process, types and barriers to communication.	Lecture Reading Assignments	Quizzes
2	Teambuilding		
-	-	-	-

3	Critical Thinking and Decision Making		
CLO3.1	Students will be able to apply the writing process and 7Cs of communication.	Lecture Reading Assignments Group Discussion	Examination Quizzes
4	Communication Skills		
CLO4.1	Students will be able to write effective positive and routine messages.	Lecture Reading Assignments Writing tasks	Quizzes
CLO4.2	Students will be able to write effective negative and persuasive messages.	Lecture Reading Assignments Writing tasks	Examination Quizzes
CLO4.3	Students will be able to communicate effectively during the job search process.	Lecture Reading Assignments Writing tasks	Examination Quizzes
5	Entrepreneurship and Leadership		
-	-	-	-
6	Ethics and Social Responsibility		

7. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 4
3	CLO 3	PLO 4
4	CLO 4	PLO 4
5	CLO 5	PLO 4

8. Course Contents		
Session	Topic	Recommended Readings

1	Unit 1.1 Introduction to Communication Skills Unit 1.2 Types of Communication Unit 1.3 The Communication Process Unit 1.4 Audience Centered Approach	Chapter 1, page 2 of Thill, J. V., & Bovée, C. L. (2013). Excellence in business communication. Prentice-Hall, Inc. Part 1, page 2 of Bovée, C. L., Thill, J. V., & Raina, R. L. (2016). Business communication today. Pearson Education India. Unit 1, page 2 Guffey, M. E., & Loewy, D. (2016). Essentials of business communication. Cengage Learning.
2	Unit 2.1 Verbal Communication Unit 2.2 Non-verbal Communication Unit 2.3 Barriers to Communication Unit 2.4 Improving Listening Skills	Study Chapter 1 – Communication in the Digital-Age Workplace (page no. 10 - 14) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016).
3	Unit 3.1 3*3 Writing Process Unit 3.2 Completeness Unit 3.3 Conciseness Unit 3.4 Consideration	Read Chapter 2 of Essentials of Business Communication (10th edition) from page number 38 to 51. Read Chapter 4 of Essentials of Business Communication (10th edition) from page number 91 to 101.
4	Unit 4.1 Clarity Unit 4.2 Courtesy Unit 4.3 Concreteness Unit 4.4 Correctness	Read Chapter 6 of Excellence in Business Communication (10th edition) from page number 153 to 167.
5	Unit 5.1 Emails Unit 5.2 Letters Unit 5.3 Interoffice Memos	Read chapter five “Short Workplace Messages and Digital Media” from the book Excellence in Business Communication by Thill & Bovee, 2013, pages 120-139.
6	Unit 6.1 Structuring Presentations Effectively Unit 6.2 Giving Interesting Introductions & Proper Conclusion Unit 6.3 Designing Effective PowerPoint Presentations Unit 6.4 Body Language for successful Presenters	Read pg. 76 to 106 of The complete Presentations Handbook by Sudy Suzon.
7	POSITIVE AND ROUTINE MESSAGES Unit 7.1 Introduction & Strategy Unit 7.2 Routine Requests for Information/Claims Unit 7.3 Granting Claims - Requesting & Replying References	Chapter 8 (Thill & Bovee, 2013) Writing Routine and Positive Messages pages 223- 240

8	Midterm Examination	
9	NEGATIVE NEWS/REFUSALS Unit 9.1 The use of Buffers Unit 9.2 Tactful Reasoning Unit 9.3 Delivering the Bad News Unit 9.4 Positive Close	Writing negative messages Excellence in business communication 10th edition John v. Thill/courtland I. Bovee
10	PERSUASIVE MESSAGES Unit 10.1 Understanding Persuasion. Unit 10.2 What are the effective persuasion techniques? Unit 10.3 Understanding the writing plan for persuasive requests. Unit 10.4 How to plan a sales message?	Study Chapter Eight – Persuasive Messages (pages 226-236) of the recommended textbook - Essentials of Business Communication by Guffey and Lowey (2016).
11	REPORT WRITING Unit 11.1 Reports Unit 11.2 Types of Reports Unit 11.3 Justification/ Recommendation Report Unit 11.4 Progress Report	Study Chapter 9 – Informal Reports (pages 264 - 288) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016)
12	MEETING Unit 12.1 Meeting Etiquettes Unit 12.2 Writing Meeting Notice Unit 12.3 Writing Meeting Agenda Unit 12.4 Writing Minutes of the Meeting	Chapter 11 “Professionalism, Teamwork, Meetings and Speaking Skills” on page 368 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
13	Unit 13.1 Resume Writing Unit 13.2 Tips for Resume Writing Unit 13.3 Types of Resume Unit 13.4 Format of Resume	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
14	Unit 14.1. What is a cover letter? Unit 14.2 Types of cover letter Unit 14.3 Writing effective cover letters?	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
15	Employment Interviews Unit 15.1 Types of Interviews Unit 15.2 Preparing for the Interview Unit 15.3 Answering traditional and difficult questions	Chapter 14 “Interviewing and Follow-up” on page 447 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)

	Unit 15.4 Dos & Don'ts of Interviewing	
16	Final Examination	

9. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 12	25%
2	Midterm Examination	8	25%
3	Assignments	4, 14	10 %
4	Final Examination	16	40%

10. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book(s)

1. Guffey, M. E., & Lowey, D. (2016). *Essentials of Business Communication (10th ed.)*. Boston: Cengage Learning.
2. Bovée, C. L., & Thill, J.V. (2020). *Business Communication Today (11/ed.)*. Pearson Education India.

13. Reference Books & Learning Material

- Andrea, P. V. (2017). *Technical English (9th ed.)*. Boston: Wadsworth Cengage Learning.
- Bordia, Sarbari & Crossman, Joanna & Bretag, Tracey & University of South Australia (2008). *Managing communication in business*. McGraw-Hill Australia, North Ryde, N.S.W.
- Gerson, S. J., & Gerson, S. M. (2014). *Technical communication: Process and product (Vol. 83)*. Pearson.
- Kramer, E. (2012). *Active interviewing: Branding, selling and presenting yourself to win your next job*. Boston: Cengage Learning.
- Riordan, D. (2014). *Technical report writing (10th ed.)*. Boston: Cengage Learning.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students. Abstain from any form of plagiarism.



Department of Education
Course Outline

254. Course Code and General Information	
Course Code	EDU 421
Course Title	Research Project
Credit Hours	03
Prerequisite	none
Program	B.Ed

255. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

256. Program Learning Outcomes	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly. 	

257. Course Description	
<p>The <i>Research Project (Capstone)</i> course is the culminating experience of the B.Ed. program, designed to integrate the knowledge, skills, and professional attitudes developed throughout the degree. It provides student-teachers with the opportunity to engage in an independent,</p>	

systematic inquiry into a problem or issue related to teaching and learning, educational policy, curriculum, assessment, or any other relevant educational field. Through this course, student-teachers will conduct small-scale research, applying research methods, data collection and analysis techniques, and ethical principles. The course fosters reflective practice, critical inquiry, and research-based problem-solving, preparing future educators to use evidence in informing practice and contributing to educational improvement.

258. Course Objectives

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

- Identify an educational issue or problem for systematic investigation.
- Formulate research questions and select appropriate research methodologies.
- Collect, analyze, and interpret data in a coherent and ethical manner.
- Develop evidence-based conclusions and recommendations relevant to educational contexts.
- Present research findings effectively in written and oral formats.
- Reflect on the research process and its implications for personal and professional development.
- Promote a culture of inquiry, professionalism, and continuous improvement in educational practice.

259. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the key elements of educational research design, including problem formulation, methodology, and ethical considerations.
- **CLO 1.2:** Explain the theoretical and contextual relevance of the chosen research topic to educational practice.

Skills

- **CLO 2.1:** Apply appropriate qualitative or quantitative research methods to investigate an educational issue.
- **CLO 2.2:** Analyze and interpret research data to derive meaningful conclusions.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate existing literature and synthesize information to support research design and discussion.
- **CLO 3.2:** Propose innovative and practical solutions to educational problems based on research findings.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical responsibility and academic integrity throughout the research process.
- **CLO 4.2:** Reflect on personal and professional growth through the completion of the research project.

Collaboration and Community Engagement

- **CLO 5:** Communicate research findings clearly and professionally through written reports and oral presentations, and engage with peers and supervisors for feedback.

260. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
	Identify and explain basic concepts of Child Development		
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture	

		Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

261. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 7
2	CLO 2.1 & CLO 2.2	PLO 5, 7 & 9
3	CLO 3.1 & CLO 3.2	PLO 1, 5, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 6, 7 & 10
5	CLO 5	PLO 4, 8 & 10

262. Course Contents		
Session	Topic	
1	Module 1: Introduction to Action Research (Weeks 1-2) <ul style="list-style-type: none"> Definition, purpose, and importance of action research Differences between action research and traditional research Ethical considerations in educational research. 	
2		
3	Module 2: Identifying Research Problems (Weeks 3-4) <ul style="list-style-type: none"> Understanding classroom/school issues Writing a research problem statement Literature review and theoretical framework 	
4		
Course	IQRA UNIVERSITY	
5	Module 3: Research Design and Methods (Weeks 5-6)	

6	<ul style="list-style-type: none"> Types of action research (individual, collaborative, participatory) Research methodology: qualitative vs. quantitative approaches Data collection techniques (surveys, interviews, observations, student work analysis)
7	Module 4: Developing an Action Plan (Weeks 7-8)
8	
9	Module 1: Introduction to Action Research (Weeks 1-2)
10	
11	Module 6: Interpreting and Presenting Findings (Weeks 11-12)
12	
13	Module 7: Final Report and Presentation (Weeks 13-14)
14	
15	Module 8: Reflection and Future Applications (Week 15) <ul style="list-style-type: none"> Reflecting on the research process Applications of action research in continuous professional development <p>Course wrap-up and discussion</p>
16	Final Submission

263. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	-Identify a Research Problem	4	10 %
2	- Select an educational issue related to teaching, learning, or assessment.		
3	- Provide a brief background and justify its significance.		
4	Develop a Research Plan	8	20 %
5	- Formulate a clear research question.		
6	- Describe the research design (qualitative, quantitative, or mixed-methods).		

7	- Select appropriate data collection tools (e.g., surveys, interviews, observations).		
8	Conduct Data Collection & Initial Analysis	12	30 %
9	- Gather qualitative and/or quantitative data.		
10	- Present initial findings in the form of tables, charts, or themes.		
11	Reflect and Present Findings	15	40 (20 + 20) %
12	- Write a structured research report (Introduction, Methodology, Findings, Conclusion).		
13	- Prepare an oral presentation (5-7 minutes) summarizing key insights.		
14	- Use digital tools (e.g., PowerPoint, NVivo, Excel) to enhance data presentation.		

Assignment Details

Objective:

This assignment aims to develop students' **inquiry-based research skills** by integrating **theoretical knowledge with practical application**. It will enable students to identify real-world educational problems, design research projects, and apply appropriate methodologies using **interactive, collaborative, and experiential learning approaches**.

Assignment Task:

1. **Identify a Research Problem (10 Marks)**
 - Select an educational issue related to teaching, learning, or assessment.
 - Provide a brief background and justify its significance.
2. **Develop a Research Plan (20 Marks)**
 - Formulate a clear research question.
 - Describe the research design (qualitative, quantitative, or mixed-methods).
 - Select appropriate data collection tools (e.g., surveys, interviews, observations).
3. **Conduct Data Collection & Initial Analysis (30 Marks)**
 - Gather qualitative and/or quantitative data.
 - Present initial findings in the form of tables, charts, or themes.
4. **Reflect and Present Findings (20 + 20 Marks)- Write up and presentation**
 - Write a structured research report (Introduction, Methodology, Findings, Conclusion).
 - Prepare an oral presentation (5-7 minutes) summarizing key insights.
 - Use digital tools (e.g., PowerPoint, NVivo, Excel) to enhance data presentation.

Assessment Criteria:

Criteria	Marks	Description
Research Problem Identification	5	Clarity, relevance, and justification of the problem.

Criteria	Marks	Description
Research Plan & Methodology	5	Well-structured plan with justified methodology.
Data Collection & Analysis	5	Effective data gathering and logical presentation of initial findings.
Presentation & Reflection	5	Clear, engaging, and well-structured report and presentation.

Submission Guidelines:

- **Written Report:** APA format, Times New Roman, 12pt, single-spaced.
- **Presentation:** 5-7 minutes, with slides.

264. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

265. Text Book/Reference Books
<ul style="list-style-type: none"> • Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). SAGE Publications. • Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in education</i> (8th ed.). Routledge. • Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). <i>Methods in educational research: From theory to practice</i> (2nd ed.). Jossey-Bass. • Mertler, C. A. (2021). <i>Action research: Improving schools and empowering educators</i> (6th ed.). SAGE Publications. • Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). McGraw-Hill Education. • Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). <i>Introduction to research in education</i> (10th ed.). Cengage Learning. • Mills, G. E. (2017). <i>Action research: A guide for the teacher researcher</i> (6th ed.). Pearson. • Stringer, E. T. (2013). <i>Action research</i> (4th ed.). SAGE Publications. • McMillan, J. H. (2015). <i>Educational research: Fundamentals for the consumer</i> (7th ed.). Pearson.

- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.

266. Online Learning Material

- **ERIC – Education Resources Information Center**
Search for peer-reviewed journal articles and reports in education.
☐ <https://eric.ed.gov/>
- **SAGE Research Methods**
Guides, videos, and case studies on research methodology.
☐ <https://methods.sagepub.com/>
- **Google Scholar**
Academic articles and citations related to education research.
☐ <https://scholar.google.com/>
- **Coursera – Research Methodology Courses**
Free and paid courses in educational and social science research.
☐ <https://www.coursera.org/search?query=research%20methodology>
- **FutureLearn – Education Research Courses**
Online professional development for conducting research in education.
☐ <https://www.futurelearn.com/subjects/teaching-courses>
- **Khan Academy – Research Basics**
Introductory-level resources for understanding statistics and methods.
☐ <https://www.khanacademy.org/math/statistics-probability>
- **Harvard University Library – Guide to Research**
Detailed guide on planning, writing, and citing academic research.
☐ <https://guides.library.harvard.edu/research-methods>
- **Open University – Educational Research Methods**
Free open-access learning material.
☐ <https://www.open.edu/openlearn/education/research-education>
- **British Educational Research Association (BERA)**
Ethical guidelines and research-related publications.
☐ <https://www.bera.ac.uk/>
- **Zotero**
Free tool to collect, manage, and cite research sources.
☐ <https://www.zotero.org/>

14. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Annexure 1

Week 1: Orientation meeting

Objective

To orient Student Teachers to the research project

In the first week, the Instructor will hold an orientation session with Student Teachers. In this meeting, the Instructor will familiarize Student Teachers with the action research and process of the research project and prepare them for the steps to be completed during the semester.

Weeks 2–3: Reviewing and refining the research problem

Objectives

- To give feedback on Student Teachers' research problem
- To review the related literature
- To guide Student Teachers through the next step of their research

In weeks 2 and 3, Student Teachers will work on different sections of their proposals. They will then present their proposals, and their Instructor will offer feedback and suggestions.

Weeks 4–5: Constructing and finalizing the research instrument

Objectives

- To discuss intervention strategies with supervisors
- To adopt/ adapt a research instrument

In weeks 4 and 5, Student Teachers will develop a research instrument. Student Teachers will submit their written work to their supervisor for feedback. Supervisors will discuss intervention strategies (such as small group work, reading, and activities) and reconnaissance (school, class climate, student profile, and teaching and learning process) with Student Teachers. Supervisors will also provide feedback and suggestions on an appropriate instrument to collect authentic data (e.g. an observation sheet, anecdotal records, checklists, and interview). The instrument will be finalized during this session.

Weeks 6–7: Conducting action research and applying interventions and research instruments

Objectives

- To discuss using the research instrument to collect the data
- To start the cyclic process of action research

Student Teachers will start the first cycle of their action research in the field. They will work according to the plan they devised with their supervisor.

Weeks 8-9: Analyzing collected data

Objectives

- To present collected data to supervisors
- To code items for data analysis

Student Teachers will present their collected data to their supervisors, who will provide feedback.

Supervisors will also guide Student Teachers on coding items for data analysis and checking the reliability and validity of data obtained from a given item. Student Teachers will analyze the collected

data per instructions from their supervisor.

Weeks 10–11: Revising strategies and drawing conclusions

Objectives

- To draw a conclusion
- To revise strategy
- To share findings with supervisors

After identifying themes, Student Teachers will draw the conclusion and elucidate findings accordingly. On the basis of findings, they will revise their implementation plan and strategy for the second cycle.

Weeks 12–13: Implementing the revised strategy

Objective

To implement the revised strategy in the second cycle.

Engage Student Teachers in the second cycle of action research.

Weeks 14–15: Writing the research report

Objective

To discuss writing the project report.

Supervisors and Student Teachers will discuss writing the research report (dissertation). Student Teachers will then have two weeks to write the report per the supervisor's instruction.

Week 16: Seminar presentation

Objective

To disseminate the action research project.

Student Teachers will present their action research projects.

Annexure 2

Rubrics for evaluating action research projects

	Below average	Average	Above average
Introduction	The introduction does not engage the reader. The introduction does not establish the context and/or purpose of the study.	The introduction does not engage the reader. The introduction establishes the context and/or purpose of the study, but it is not clearly written.	The introduction engages the reader. The introduction establishes the context and/or purpose of the study and is clearly written.
Research question	The proposed research question is difficult to investigate.	The proposed research question can be investigated.	The proposed research question provides clear direction for investigation.
Literature review	The literature review is unclear and unrelated to the research question.	The literature review is clear and addresses the research question.	The literature review is very clear and addresses the research question. The literature review includes primary sources.
Description of intervention/action (methodology)	The planned intervention is not appropriate.	The planned intervention is somewhat appropriate, but not effective.	The planned intervention is appropriate and effective.
Results	The results are not clearly stated.	The results are stated but not organized or systematically presented.	The results are well written and systematically and clearly presented.
Implications	The implications are not justified.	The implications are realistic.	The implications are very realistic and cover a wide range of potentialities.
References (APA style)	The references are not well written.	The references use mostly APA style.	The reference use APA style. APA style is used consistently throughout.
Grammar/language	Language mistakes are frequent.	Language use is average throughout the draft.	Language is error free with respect to grammar and sentence structure.

Annexure 3



RESEARCH ETHICS

Ethical Review Form

This form is designed to facilitate students, of MPhil & Ph.D., at the Iqra University in carrying out ethical standards in accomplishing high quality research. The aim is to maintain the safety and rights of a research participant and to promote ethically sound research. Since new forms and situation of research emerge rapidly, this form should be seen as a living document. The form is developed on the basis of six generic principles of social science research that student researchers need to consider in designing, conducting and reporting their research.

1. Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency.
2. Research participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved.
3. The confidentiality of information supplied by research participants and their anonymity must be respected.
4. Research participants must take part voluntarily, free from any pressure - dignity and autonomy of research participants is protected and respected at all times.
5. Any risk to research participants must be avoided in all instances.
6. The independence of research must be clear, and any conflicts of interest or partiality must be explicit.

Before completing this form, please refer to the University Code on Ethical Standards for Research Involving Human Participants [In Process]. Where the researcher is a student, the supervisor, is responsible for exercising appropriate professional judgement in this review.

The student researcher must complete this form, submit it to the IU research unit, and receive the departmental approval prior to proceed with the research related field work.

1. Research Project Information

Research Project Title:	Graduate Level
Name of the Student Researcher	Student Researcher ID
Student Researcher email address	Name of supervisor(s)
Supervisor's designation	Supervisor's email address

2. Research Aim and Methods

Please state the aim or purpose of the project (in brief) and outline the research design or nature of the project (including information about research methods, tools for data collection, phases of data collection, etc. – maximum 250 words).

3. Details about Sampling and Sample

Who are the intended research participants/sample? Where will the research participants/sample be selected from and how –maximum 250 words?



Department of Education
Course Outline

267. Course Code and General Information	
Course Code	EDU 104
Course Title	Introduction to STEM
Credit Hours	03
Prerequisite	none
Program	B.Ed

268. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

269. Program Learning Outcomes	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly. 	

270. Course Description
<p>The <i>Introduction to STEM</i> course provides student-teachers with a foundational understanding of STEM (Science, Technology, Engineering, and Mathematics) education. It explores the interdisciplinary nature of STEM, its pedagogical implications, and its significance in promoting innovation, problem-solving, and 21st-century skills. The course</p>

introduces student-teachers to integrated STEM teaching approaches, curriculum design, project-based learning (PBL), and real-world applications in school contexts. Emphasis is placed on equipping future educators with the skills, knowledge, and attitudes needed to foster inquiry, creativity, collaboration, and technological proficiency in learners through STEM education.

271. Course Objectives

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

- Understand the core principles and goals of STEM education in global and Pakistani contexts.
- Explore interdisciplinary and integrative approaches in STEM teaching and learning.
- Identify pedagogical strategies suitable for delivering effective STEM lessons.
- Develop and evaluate STEM-based lesson plans and classroom activities.
- Utilize digital tools and technologies to enhance STEM instruction.
- Promote critical thinking, creativity, and collaboration through STEM learning environments.
- Reflect on the role of STEM education in addressing local and global challenges.

272. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Describe the key concepts, components, and importance of STEM education.
- **CLO 1.2:** Explain interdisciplinary connections between Science, Technology, Engineering, and Mathematics.

Skills

- **CLO 2.1:** Apply integrated teaching strategies and project-based learning approaches in STEM lesson planning.
- **CLO 2.2:** Use digital and technological tools effectively to design and implement STEM learning experiences.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate problem-solving and critical inquiry by designing innovative STEM classroom activities.
- **CLO 3.2:** Evaluate and reflect on STEM learning experiences for continuous improvement.

Values and Professionalism

- **CLO 4.1:** Promote equity, inclusion, and ethics in STEM education practices.
- **CLO 4.2:** Demonstrate responsibility in facilitating inquiry-based and student-centered STEM instruction.

Collaboration and Community Engagement

- **CLO 5:** Collaborate effectively in designing interdisciplinary STEM projects and communicate ideas clearly.

273. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
	Identify and explain basic concepts of Child Development		
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		

	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

274. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 9
2	CLO 2.1 & CLO 2.2	PLO 1, 5, 6, 8 & 10
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 6, 7, 9 & 10
5	CLO 5	PLO 4 & 8

275. Course Contents	
Session	Topic
1	Introduction to STEM Education: Definition, Scope, and Importance Class discussion, diagnostic quiz
2	Historical and Global Perspectives on STEM Group reflection on international case studies
3	STEM in the Pakistani Context: Curriculum and Policy Dimensions Article review and response
4	Interdisciplinary Nature of STEM: Integration vs. Isolation Concept mapping activity
5	Pedagogical Approaches in STEM: Inquiry-Based, Problem-Based, and Project-Based Learning Sample lesson design
6	Designing Integrated STEM Lesson Plans Workshop: Collaborative lesson planning
7	Technology in STEM: Digital Tools and Educational Technologies Digital tool demos, ICT integration exercise
8	Midterm
9	Engineering Design Process in Classrooms

	Simulation task or design challenge
10	Assessment in STEM Education: Formative, Performance-Based, and Alternative Assessments Rubric creation and peer feedback
11	Gender Equity and Inclusion in STEM Debate or reflective journal
12	Implementing STEM in Low-Resource and Diverse Classrooms Strategy development task
13	Real-World Applications: STEM for Sustainable Development and Local Problems Mini-project proposal
14	Presentation of STEM Mini-Projects Group project presentations
15	Reflection and Course Wrap-up: Lessons Learned, Professional Growth in STEM Education Final reflective report / peer evaluation
16	Final Examination

276. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

277. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

279. Text Book(s)

- Bybee, R. W. (2013). *The case for STEM education: Challenges and opportunities*. NSTA Press
- Sanders, M. E., & Wells, J. G. (2021). *STEM education: Fundamentals and frontiers*. CreateSpace Independent Publishing.
- Johnson, C. C., Peters-Burton, E. E., & Moore, T. J. (2016). *STEM road map: A framework for integrated STEM education*. Routledge.
- Capraro, R. M., Capraro, M. M., & Morgan, J. R. (2013). *STEM project-based learning: An integrated science, technology, engineering, and mathematics (STEM) approach*. Sense Publishers.
- Honey, M., Pearson, G., & Schweingruber, H. (Eds.). (2014). *STEM integration in K-12 education: Status, prospects, and an agenda for research*. National Academies Press. <https://doi.org/10.17226/18612>
- Holmlund, T., Llesseig, K., & Slavitt, D. (Eds.). (2021). *Transforming teacher education through the integration of STEM content and pedagogy*. IGI Global.

- Kelley, T. R., & Knowles, J. G. (2016). A conceptual framework for integrated STEM education. *International Journal of STEM Education*, 3(11).
<https://doi.org/10.1186/s40594-016-0046-z>
- Vasquez, J. A., Comer, M., & Sneider, C. (2013). *STEM lesson essentials, grades 3–8: Integrating science, technology, engineering, and mathematics*. Heinemann.
- Williams, P. J. (2011). *Technology education for teachers*. Sense Publishers.
- Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education: Volume II*. Routledge.

280. Reference Books & Learning Material

- **STEM.org** – Resources, certification, and lesson plans for educators.
☐ <https://www.stem.org.uk/>
- **NASA for Educators** – Free STEM teaching materials and project-based resources.
☐ <https://www.nasa.gov/education/for-educators>
- **TeachEngineering.org** – Free K–12 STEM curricular materials aligned to standards.
☐ <https://www.teachengineering.org/>
- **National Science Teaching Association (NSTA)** – STEM lesson plans, articles, and PD.
☐ <https://www.nsta.org/>
- **Code.org** – Promotes computer science and coding in STEM education.
☐ <https://code.org/>
- **Exploratorium** – Hands-on STEM activities and teacher resources.
☐ <https://www.exploratorium.edu/education>
- **Coursera – STEM Education Courses**
Online courses on teaching STEM effectively.
☐ <https://www.coursera.org/courses?query=stem%20education>
- **Edutopia – STEM Education**
Research-based articles and classroom strategies for STEM integration.
☐ <https://www.edutopia.org/topic/stem>
- **MIT Blossoms** – STEM video lessons and teacher guides.
☐ <https://blossoms.mit.edu/>
- **Khan Academy – STEM Learning**
Free interactive lessons on math, science, and computer programming.
☐ <https://www.khanacademy.org/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

281. Course Code and General Information	
Course Code	
Course Title	Teaching Practice I (Observation)
Credit Hours	02
Program	BS - Education

282. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

283. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly. 	

284. Course Description
<p>This course is designed to provide pre-service teachers with hands-on teaching experience in real classroom settings. Students will observe 10 lessons and plan, deliver, and reflect on 15 supervised lessons, where they receive constructive feedback from peers and faculty. The course emphasizes lesson planning, classroom management, teaching strategies, and self-reflection to prepare students for professional teaching careers.</p>

285. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Interact with the students to gain insights on their learning expectations
- Communicate with teacher in charge about school norms, timetabling and curriculum
- Nurture relationship with school leader and other staff members
- Attend parental teacher meeting, if option available, and converse with parents to understand their challenges

286. Course Learning Outcomes (CLOs)

CLO (1) reflect on and learn from teaching practice

CLO (2) collaborate with peers, the Cooperating Teacher, and College/University practicum Supervisor, establishing professional relationships

CLO (3) invite, accept, and utilize feedback from the Cooperating Teacher, peers, and the College/University Supervisor in a non-defensive manner

CLO(4) produce and implement plans for teaching and learning that reflect the use of appropriate instructional methods and strategies that meet the needs of all children within the context of the practicum classroom

CLO(5) utilize appropriate instruments or techniques for assessing children's learning and their learning needs

CLO(6) Interact with parents and other community members to get better understanding about Teaching learning processes.

287. Teaching Strategies

Practice-based learning with real classroom teaching

Peer and mentor observations with guided feedback

Reflective teaching through self-evaluation journals

Video analysis of selected lessons for improvement

Workshops on classroom challenges and solutions

288. Course Assessment

Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	10

Micro Teaching	2	20
Lesson Planning & Delivery	85	30
Lesson Observation	15	10
Attendance and Regularity		10
Record Keeping	Preparing one teaching practicum folder	10
Total Marks		100

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is “C” (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course
	3	Teaching Objectives
	3	Classroom Observation
	3	Classroom Observation/ Learning From School Environment
	3	Lesson Plan Development
	3	Lesson Plan Presentation
	3	School Observation/ Learning From School Environment
	3	Mid Term(Submission of Mid- Term Portfolio)
	3	School Observation/Reflection
	3	Reflection
	3	Lesson Plan Delivery
	3	Microteaching (I)
	3	School / Assessment Observation/ Learning From School Environment
	3	Reflection
	3	FINAL LESSON/ Closing Seminar
23 rd June	3	Submission of Hard Copy (Final Exams)

Tentative School Day scheduled for Prospective Teachers is Wednesday

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

10.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.
- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (02) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
 - They will submit a report analyzing the school culture, teaching strategies, and management techniques.
- They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques, and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[15]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom's Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (10)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[01]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

11.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies
- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

12. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

289. Course Code and General Information	
Course Code	
Course Title	Teaching Practice II
Credit Hours	03
Program	BS - Education
290. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
291. Program Learning Outcomes (PLOs)	

- **PLO 1:** Enhance the quality of education in schools by offering quality teaching and associated professional tasks.
- **PLO 2:** Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.
- **PLO 3:** Acknowledge each child's full potential, including those with learning needs and nurture their well being.
- **PLO 4:** Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.
- **PLO 5:** Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.
- **PLO 6:** Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.
- **PLO 7:** Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.
- **PLO 8:** Develop effective communication skills including language and ICT competencies.
- **PLO 9:** Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education
- **PLO 10:** Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.
- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

292. Course Description

This course is designed to provide pre-service teachers with hands-on teaching experience in real classroom settings. Students will observe 5 lessons and plan, deliver, and reflect on 24 independent and supervised lessons, culminating in a final lesson and a criticism lesson where they receive constructive feedback from peers and faculty. The course emphasizes lesson planning, classroom management, teaching strategies, and self-reflection to prepare students for professional teaching careers.

293. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Create lesson plans that incorporate diverse instructional methods, address learning objectives, and cater to students' needs.
- Employ techniques to create a positive, organized, and productive classroom environment.
- Design and use formative and summative assessments to evaluate student learning and provide constructive feedback
- Reflect on teaching experiences with the lens of its examination and improvement

294. Course Learning Outcomes (CLOs)

CLO (1) Analyze existing teaching practices through systematic classroom observations and demonstrate an understanding of the school teaching context.

CLO (2) Develop effective lesson plans that integrate diverse instructional strategies, align with learning objectives, and address the varying needs of students.

CLO(3) Implement classroom management techniques to establish a structured, engaging, and supportive learning environment.

CLO(4) Design and apply formative and summative assessment strategies to measure student learning and provide meaningful feedback for improvement.

CLO (5) Critically reflect on their teaching experiences to identify areas for enhancement and apply strategies for continuous professional growth.

Teaching learning processes.

CLO(6) Adapt teaching strategies based on student responses, classroom dynamics, and assessment data to enhance instructional effectiveness.

295. Teaching Strategies

Practice-based learning with real classroom teaching

Peer and mentor observations with guided feedback

Reflective teaching through self-evaluation journals

Video analysis of selected lessons for improvement

Workshops on classroom challenges and solutions

296. Course Assessment

Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	05
Micro Teaching	1	10
Lesson Planning & Delivery	20	40
Lesson Observation	05	05
Final Lessons	02	20
Attendance and Regularity		05
Record Keeping	Preparing one teaching practicum folder	05

Total Marks		100
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Note : Total Marks adjusted to 200

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is “C” (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

Tentative School Day scheduled for Prospective Teachers is Wednesday

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course
	3	5 E Model
	3	School Observation
	3	Lesson Plan Delivery
	3	Ibl Lesson Plan And Its Presentation
	3	Final Lesson 1
	3	Lesson Plan Delivery
	3	Mid Term (Submission of Mid-term Portfolio)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Lessond Delivery
	3	Microteaching (I)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Final Lesson 2/ Closing Seminar
23 rd June	3	Submission Of Hard Copy (Final Exams)

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

11.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.
- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (01) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
 - They will submit a report analyzing the school culture, teaching strategies, and management techniques.
- They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques, and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[20]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom's Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (05)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[02]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

12.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies
- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

13. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

297. Course Code and General Information	
Course Code	
Course Title	Teaching Practice III
Credit Hours	03
Program	BS - Education

298. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

299. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. • PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly. 	

1. Course Description
<p>This course includes two important parts:</p> <ul style="list-style-type: none"> • school placement • seminars <p>School Visit Duration = 8 weeks (Minimum)</p>

Visit per week = 3 days (Minimum)

Duration at school 2-3 hours

Lesson Observation = 10 classroom observation (Elementary Schools, Submission on given format)

Lesson Taught = 17

Learning from School Environment = 5 Activities

- Prospective teachers observe in staff meeting.
- Attend co-curricular activities including Assembly Presentations
- Attend PTM and Parental orientation

Debriefing Sessions 8 weeks

Teacher Educator (Practicum supervisor) visit school and observe once in the semester.

Prospective teachers share their lessons learned and reflection with the whole group and get feedback.

They present seminar on their reflection the details of which are :

Seminar

As in semester 3, a weekly seminar will accompany the practicum to help Student Teachers link the content of the pre-service program content to practice. The seminar should provide Student Teachers an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for Student Teachers to share and resolve problems or challenges they are experiencing during their practice.

Student Teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example, Student Teachers will:

- Present an analysis of own or a peer's teaching
- Conduct an observation focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose
- Conduct an interview with a teacher and a child. All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.

The conduct of Observation

They conduct observation and take notes in accordance with the template to provide to them.

Course Assessment

Practicum supervisor assesses a prospective teacher's classroom observation by evaluating their ability to observe, analyze, and reflect on teaching and learning processes. The assessment focuses on their understanding of classroom dynamics, instructional strategies, student engagement, and overall professional growth which is reflected on the observation sheets filled by them. Further they are also evaluated by their lesson planning and microteaching skills

2. Course Objectives

Course Objectives:

In this course students will:

- a) Conduct observation of existing practices in schools and get familiarize with the teaching context
- b) Interact with the students to gain insights on their learning expectations
- c) Communicate with teacher in charge about school norms, timetabling and curriculum
- d) Nurture relationship with school leader and other staff members
- e) Attend parental teacher meeting, if option available, and converse with parents to understand their challenges

Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods

1	Knowledge		
CLO 1	<ul style="list-style-type: none"> • Demonstrating a deep internalization of professional values and responsibilities in their thoughts, feelings, and actions. • Approaching challenges with curiosity, critical thinking, and a solid understanding of relevant knowledge and theory. 	<ul style="list-style-type: none"> • Reading • Analysing • Describing • Classifying • Categorizing • Synthesizing • Decision-making • Critical thinking <p>A major portion of the course will be taught using an interactive, student-centered teaching approach through the following methods:</p> <ul style="list-style-type: none"> • Inquiry content and process 	Group discussion, lesson planning, hands-on activities, Self/ peer analysis,
2	Team work		
CLO 2	<ul style="list-style-type: none"> • demonstrate interpersonal and intrapersonal skills when doing group work or dealing with stake holders in the process of learning. • Showing dedication in discussions and fieldwork to address social issues, enhance social functioning, drive meaningful change, and contribute to the research and knowledge needed to achieve these goals 	Lecture Reading Feedback	Group Project presentations Examination Classroom observations
3	Critical Thinking and Decision Making		
CLO 3	<ul style="list-style-type: none"> • Using inquiry, analysis, assessment, planning, and actionable strategies to address and resolve issues affecting individuals, groups, or communities. 	Lecture Readings Case Studies as group task/discussion	Reflective journals Examination Microteaching Assignment
4	Communication		
CLO 3 & CLO 4	<ul style="list-style-type: none"> • demonstrate and exhibit effective writing, verbal and non-verbal skills in the process of learning and teaching 	Group Project Feed forward	Presentations, class discussions, observations
5	Professional Skills		

CLO 5	<ul style="list-style-type: none"> Applying concepts and principles to specific situations and seeking new insights as needed to guide professional actions. 	Reading tasks Group Discussion/activities	Lesson planning Class discussion Microteaching Reflection
6	Ethics and Social Responsibility		
CLO 2 & CLO 3	<ul style="list-style-type: none"> apply ethical standards when dealing with students, team members and others during the learning. Demonstrating disciplined self-awareness, genuine care, and a deep understanding of people, their challenges, capacities, and interactions with social systems. 	Reading tasks Case Studies Group Discussion/activities	Class discussion Reflection

3. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 2
3	CLO 3	PLO 3
4	CLO 3& CLO 4	PLO 4
5	CLO 5	PLO 5
6	CLO 2 & CLO 3	PLO 6

School Experience Activities Teaching Practice (I)

Week	Content Covered	Topic
1-2	- Seminar - Introduction of the course - Learning from School Culture/ Environment -Lesson Planning	- Introduction to the school and classroom context. - Sharing of course expectations - an interactive session on “Learning from School Culture/ Environment” that will provide a chance to enrich learners understanding of school environment and prepare them for their assigned activates - exploring 5E Lesson Plan model with the help of interactive activities <ul style="list-style-type: none"> Prepare for an initial triad meeting.

3-4	School Placement: <i>Introduction to the school and classroom context</i>	<ul style="list-style-type: none"> • Complete the Student Teacher Checklist provided in your handbook. • Meet with the Cooperating Teacher to discuss how he or she plans for instruction, expectations, and the like. • Complete 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. • Conduct classroom observations, which will provide the Student Teacher with an opportunity to learn how the Cooperating Teacher engages with the children using verbal behaviour and how to pace a lesson. • As requested by the Cooperating Teacher, work with children who need extra help and with small groups of children to carry out the teacher's plans. • Keep a log of daily activities. • Record daily reflections (use the appendix provided in the appendices)
5	School Placement: <i>Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching, and assessing at least part of the lesson</i>	<ul style="list-style-type: none"> • Work with children who need extra help. • Complete any non-observational assignments still outstanding. • Complete classroom observations, which will provide you with an opportunity to observe children's engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim). • Work with small groups of children to carry out the teacher's plans. • Co-teach lessons with the Cooperating Teacher. • Find out about the assessment, including what strategies the teacher uses. • Conduct classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your semester 3 handbook to learn about other aspects of teaching and learning. • Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, Pre-observation Guide, and Post observation Reflection • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and Post-observation reflection sheet. • Prepare for a midway triad meeting. • Use the Notes for Self-Assessment indicating all the evidence you have collected and how this meets the NPSTP. • Reflect on your learning this week
6	- Seminar (Debriefing session) - Lesson Planning	- student-teacher will present an analysis of their own or a peer's teaching practice

	- Presentations	<ul style="list-style-type: none"> • discuss observations focused on specific classroom practices or an individual child • Try out a particular method and reflect on its success in achieving its purpose. • learn more about effective planning <p>Debriefing of the lesson plan for the Final Lesson I</p>
7	School Placement: <i>Assuming responsibility for planning, teaching and assessing in at least one subject.</i>	<ul style="list-style-type: none"> • Complete classroom observations. - Use the additional observation tools to observe how involved children are in the classroom in terms of their verbal engagement. - Develop your own observation tool to collect data on how engaged children are. • Assist the Cooperating Teacher as requested. - Plan and teach lesson in at least one subject area this week. - Continue the activities listed above, taking over responsibility for planning, teaching, and assessing for one subject area. <p>Deliver Final Lesson I and write down the reflection by using the provided template (see appendices)</p>
7	School Placement: <i>Assuming responsibility for planning, teaching, and assessing at least one lesson Topics/themes</i>	<ul style="list-style-type: none"> • Co-plan full lessons with the Cooperating Teacher. • Co-teach lessons for one subject matter each day. • Work with children who need extra help. • Conduct classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your semester 3 handbook to learn about other aspects of teaching and learning. • Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, Pre-observation Guide, and Post observation Reflection • Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and post-observation reflection sheet. • Prepare for a midway triad meeting. <p>Use the Notes for Self-Assessment indicating all the evidence you have collected and how this meets the NPSTP</p>
8	Mid Term Examination	
9	- Seminar (Debriefing session) - Teacher Role in the 21st Century classroom - BOPPPS Lesson Plan Model - Microteaching	<p>- student-teacher will present an analysis of their own or a peer's teaching practice</p> <ul style="list-style-type: none"> • learn more their role as a modern classroom educator • explore the effective use of BOPPPS lesson plan model • explore the components of Microteaching and plan for one on their own

10-11	School Placement	Assuming responsibility for planning, teaching, and assessing in two subjects' Topics/themes <ul style="list-style-type: none"> • Continue activities above, taking over responsibility for planning, teaching, and assessing one subject (full lesson) throughout the week. <ul style="list-style-type: none"> • Co-plan and co-teach all other subjects with the Cooperating Teacher. • Complete some/all the different activities assigned - Prepare for a formal observation by your College/University Practicum Supervisor using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.
12	- Seminar (Debriefing session) - Presentations - Microteaching	student-teacher will present an analysis of their own or a peer's teaching practice - Deliver three phases of microteaching, plan, teach, reflect, replan and re teach
13-14	School Placement: Formal observation by the College/University Supervisor	Assume additional responsibilities as agreed with the Cooperating Teacher Topics/themes <ul style="list-style-type: none"> • Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed upon with the Cooperating Teacher. • Co-plan and co-teach all other subjects with the Cooperating Teacher. • Complete all the different activities assigned • Give for a formal observation for final lesson/ criticism lesson by your University Supervisor using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection. • Prepare for a final triad meeting.
15	Seminar	Prepare a Professional Portfolio, addressing the NPSTP. (Use the rubric provided in your handbook as a guide.)
16	Final Term Examination	

Course Assessment

Practicum supervisor assesses a prospective teacher's lesson delivery by evaluating their ability to effectively plan and deliver their lesson plans effectively. The assessment focuses on their understanding of classroom dynamics, instructional strategies, student engagement, and overall professional growth which is reflected on the observation sheets filled by them. Further they are also evaluated by their lesson planning and microteaching skills. Their evaluation of lesson plans is done by the rubrics of lesson planning attached in Appendix (J).

Midterm Marks Distribution

Marks Head (For Midterm Exams)	Frequency	Total Marks
School Based Assignment	3	6
Lesson Planning	5	5
Lesson delivery	5	10
Lesson Observation	5	10
Final Lesson + Criticism Lesson	1	5
Reflection of the final lesson delivery	1	2
Record Keeping (Submit before Midterm)		2
Total Marks		40
Average Total		30

Final term Marks Distribution

Marks Head (For Final Term Exams)	Frequency	Total Marks
School Based Assignment	2	4
Lesson Planning	10	10
Lesson delivery	10	20
Final Lesson + Criticism Lesson	1	5
7. Reflection of the final lesson delivery	1	1
Total Marks		40

Classroom Participation Marks Distribution

Classroom Participation	Frequency	Total Marks
Microteaching	1	10
Record Keeping	Preparing one teaching practicum folder (Submit before Midterm)	10
Lesson Plan Presentation	1	5
Attendance & regularity		5
Total Marks		30

Appendix – A

All student-teacher are required to edit the following Consent Letter and get it signed by the organization they will work with and attach it in the portfolio.

Iqra University
B.Ed Practicum – Student Teacher Consent Letter

Date: _____
Student-teacher Name: _____
Program: B.Ed _____
Iqra University
Cooperating Teacher Name: _____
School Name: _____

Dear [Cooperating Teacher's Name],

I am writing to request your kind permission and cooperation in allowing [Insert Student's Full Name], a student of Iqra University, to undertake their B.Ed practicum at your esteemed institution, The Academy. The practicum is an essential part of our curriculum, where student teachers gain hands-on experience in teaching, classroom management, and the practical application of theoretical knowledge.

As part of the practicum, the student will be required to:

1. **Assist in Lesson Planning & Teaching** – The student will participate in lesson planning and teaching activities, under your guidance and supervision.
2. **Classroom Observations & Interactions** – The student will observe classroom interactions, engage with students, and contribute to fostering a positive learning environment.
3. **Participate in Co-curricular Activities** – The student will be involved in school activities as prescribed by your institution.
4. **Follow School Guidelines** – The student will adhere strictly to the rules, regulations, and ethical guidelines of your institution during the practicum.

In addition, we kindly request that the school provides a designated school-based supervisor or cooperating teacher who will oversee the student's activities and offer guidance throughout the practicum. This supervisor is expected to regularly update the university supervisor on the student's progress and provide feedback on their performance.

The name and contact details of the school-based supervisor should be shared with the university supervisor for the purpose of effective communication and monitoring:

1. **School-Based Supervisor Name:** _____
2. **Position:** _____
3. **Email Address:** _____
4. **Phone Number:** _____

The purpose of this practicum is to support student teachers in their development by providing them with real-world experience in an educational setting. The activities carried out by the student will be in line with the ethical standards and guidelines set forth by Iqra University, ensuring respect for the learning environment and the welfare of all students.

We kindly ask for your permission to allow _____ to work in your institution for the duration of the practicum, which will begin on February, 2025 and end on May, 2024.

By signing this consent form, you are agreeing to allow the student to conduct the activities as per the guidelines of the institution, and we assure you that the student will follow all prescribed rules and regulations during their practicum.

Cooperating Teacher's Consent:

I, the undersigned, hereby give my permission for _____ to undertake their B.Ed practicum at The Academy under my supervision. I understand the responsibilities and activities associated with this practicum and agree to provide the necessary support to the student during this period.

Signature of Cooperating Teacher:

Name: _____ **Signature:** _____

Position: _____ **Date:** _____
Contact #: _____ **Email:** _____

Thank you for your cooperation and support in the professional development of our student teachers.

Warm regards,

Ms. Humera Jawwad

Practicum Supervisor

Iqra University

Humera.jawwad@iqra.edu.pk.

Appendix - B **Teaching Practice**

Name of Student Teacher: _____ **School Placement:** _____

Lesson Observation Log

Complete the following log indicating how you were involved during your time at the school. Briefly describe your actions.

S r. #	Date	Name of the person you worked with	What activity was being observed or lesson was being taught?	What did you do? (Observe, assist, teach, etc.)	Grade Level	Duration

At the end of each day, choose one of the reflection sheets provided (depending on what you did) and summarize what you learned about teaching. Your activities are already listed above, so use the reflection sheet to describe your learning.

Cooperating Teacher Signature: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Appendix - C **Log of Learning from the School Environment**

Name of Student Teacher: _____ **School Placement:** _____

Complete the following log indicating what activities you did to learn from the school environment. Briefly describe your actions.

S.No	Activities	Date	Time	Duration
1.				
2.				
3.				
4.				
5.				

Appendix - D

Learning From the School Environment

Name of Student Teacher: _____ School Placement: _____

Use this format when you observe an activity or activities during your school placement duration. It could be a staff meeting/ orientation meeting/ an assembly presentation/ cultural day, etc.

Activity: _____ Date: _____

- What was the activity about?
- What did you observe?
- What was the most positive aspect of your experience as you observed the activity?
- Use small video clips/pictures as your evidence.

Finally,

- Reflect on what you learned today about the school environment and how you can use this knowledge in your own teaching practice.
- Write down any questions you have for your Cooperating Teacher or your College/University Supervisor about teaching and learning.

Feedback (to be filled by University Supervisor):

University Supervisor: _____

Date: _____

Appendix - E
IQRA UNIVERSITY
Teaching Practicum

Observer Reflection by the Student Teacher

Use this sheet (or a bound journal) to reflect on your experiences on days that you mostly observe your Cooperating Teacher. On days that you assist your Cooperating Teacher, use the guiding questions provided on the Assisting the Cooperating Teacher Reflection sheet, and on a day that you teach, use the Teaching Reflection sheet found in the teaching section of this handbook.

Student Teacher: _____ **Date:** _____

Cooperating Teacher: _____ **Grade Level:** _____

Subject/Content Area: _____ **Lesson Topic:** _____

Use a clear sheet to write a page or more in conveying your thoughts on the following:

Observation *(Respond to some of the following points in each entry. You do not need to cover each point every day, but try to cover them all over a period of a few days)*

- (a) What lesson objectives were set, and how were they met?
- (b) Describe the phases and pacing of the lesson. How effective were they, and why?
- (c) How were you able to recognize that the children were learning?

Reflection: Two important things you have learned about teaching and learning while observing in the classroom today. *You may comment on one or two of the following points each day. You don't have to comment on each point every day.*

- (a) The most positive aspect of your experience as you observed the classroom
- (b) The area or areas about which you feel doubt or pressure
- (c) How you can access the talents and strengths of the children in your lessons

Finally,

- (a) Reflect on what you learned today about teaching and how you can use this knowledge as you prepare to create your own lesson plans.
- (b) Write down any questions you have for your Cooperating Teacher or your College/University Supervisor about teaching and learning.

Class Observation Checklist

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1 – was well prepared for class	5	4	3	2	1
2 – was knowledgeable about the subject	5	4	3	2	1

matter					
3 – was enthusiastic about the subject matter	5	4	3	2	1
4 – spoke audibly, and confidently	5	4	3	2	1
5 – Use a variety of relevant illustrations/examples	5	4	3	2	1
6 – made effective use of the board and/or visual aids	5	4	3	2	1
7 – asked stimulating and challenging questions	5	4	3	2	1
8 – effectively held the class's attention	5	4	3	2	1
9 – achieved active student involvement	5	4	3	2	1
10 – treated students with respect	5	4	3	2	1

Feedback (*to be filled by University Supervisor*):

University Supervisor: _____

Date: _____

Appendix - F
IQRA UNIVERSITY
Teaching Practicum

Cooperating Teacher/Senior Teacher Interview by the Student Teacher

Cooperating Teacher/ Senior Teacher: _____

Student Teacher: _____

School: _____ **Date:** _____

If you choose to conduct an interview from a teacher you may use the following set of guidelines and questions.

Do the following tasks:

- (1) Develop a set of questions.
- (2) Interview your Cooperating Teacher/ senior teacher and write up his/her responses.
- (3) Write a final reflection.
- (4) Use small video clips/pictures as your evidence.
- (1) Using the following ideas, develop a set of questions to ask the teacher, and add at least three more

of your own. Attach a copy of your questions. You should take about 10-20 minutes to interview the teacher.

- a) Basic background of teaching experience and reason for entering the teaching profession
 - b) Reasons for becoming a Teacher
 - c) Strategies the Teacher uses to plan daily lessons
 - d) Use of play or physical activities during the day to keep children engaged
 - e) How does the teacher develop relationships with colleagues, the principal, and other Student Teachers
- (2) Conduct the interview, write up the responses, and attach to this sheet.
- (3) Write up a one-page reflection considering the following two questions:
- a) What do I (the Student Teacher) need to do in order to develop a professional relationship with other colleagues in the school?
 - b) What do I (the Student Teacher) need to do in order to work well and to make this a positive experience for everyone?

College/University Supervisor: _____ **Date:** _____

Appendix - G IQRA UNIVERSITY Teaching Practicum

Interview of Child/Children by the Student Teacher

Child's Name: _____ **Student Teacher:** _____

School: _____ **Date:** _____

If you choose to conduct an interview from a child/child of the school you may use the following set of guidelines and questions.

This task has three sections:

- (1) Develop a set of questions.
 - (2) Interview a child or group of children and write up their responses.
 - (3) Write a final reflection.
- (1) In order to get to know your school through the eyes of a child, consult with your Cooperating Teacher to select a child or a group of children to interview. Use the following ideas and a few more of your own to develop a set of questions that should be shared with your Cooperating Teacher before the interview. Attach a copy of your questions.
- a) Basic background about the child or children in terms of community (the neighborhood in which they live) and family (parents, siblings, extended family, etc.)
 - b) What they like about being at school
 - c) What types of activities best help them learn (ask for specific examples)
 - d) What role physical activities play in their enjoyment/engagement at school
 - e) What they find difficult about school/class (ask for specific examples)
- (2) Conduct the interview, write up the responses, and attach to this sheet.
- (3) Write up a one-page reflection considering the following two questions:
- a) What do I (the Student Teacher) need to know about each child in my class in order to be able to develop good relationships with them?
 - b) What do I (the Student Teacher) need to know about each child in my class in order to be able to connect the subject matter to their lives and their prior learning?

College/University Supervisor: _____ **Date:** _____

Appendix - H IQRA UNIVERSITY Teaching Practicum

Lesson Observation Sheet

The cooperating teacher/ observer/supervisor will use the following format to provide feedback on the final lesson.

Guidelines for observer: Use the following format wisely to evaluate the student-teacher teaching practices in teaching a lesson. Provide remarks, indicating the strengths and weaknesses of the student-teacher.

Name of Student Teacher: _____ School Placement: _____

Subject: _____ Grade: _____ Duration of the lesson: _____

Topic: _____ Sub-Topic: _____

Aspects to be assessed	1 = Lowest 5 = Highest				
	1	2	3	4	5
1. Effective Planning					
• Set clear teaching objectives/learning outcomes					
• Extended learning (knowledge, understanding, and skills) beyond the content					
2. Secure the knowledge and understanding of the subject					
• Displayed understanding of the subject by asking relevant questions					
• Receptive to students' queries					
• Made the subject knowledge comprehensible to students by drawing on a range of experiences					
3. Methodologies					
• Presented content logically and coherently.					
• Used suitable teaching methods (exposition, demonstration, discussion, practical activity....)					
• Used a variety of resources (audio, visual, chalkboard, etc.) effectively					
• Used insightful questions to reach information not readily available in the text					
4. Learning Environment					
• Used the available time effectively					
• Managed students' disruptive behavior well					
• Displayed enthusiasm throughout the lesson					
• Achieved maximum engagement of students					
5. Constructive assessment of students' work					
• Used interactions to clarify important points with students who did not grasp them					
• Provided opportunities during the lesson for students to show that they have understood					

• Provided extended learning activities for students					
• Set consolidating or extension work following the session					

Remarks (to be filled by the observer):

(What was done? What was not done? What could have been done differently?)

Cooperating Teacher/ Observer Name: _____

Cooperating Teacher/ Observer Signature: _____

Date: _____

University Supervisor: _____

Date: _____

Appendix - I
IQRA UNIVERSITY
Teaching Practicum

Post-Observation Reflection

Complete this reflection once you have taught your lesson and received verbal and written feedback from your observer/supervisor.

What went well during your lesson?

Describe what your observer told you and how this feedback will help you as you learn to teach.

How do you know your children were learning? What is the evidence?

What are your next steps as you develop further as a teacher?

Feedback (to be filled by University Supervisor):

University Supervisor: _____

Date: _____

Appendix -J Lesson Plan Assessment Checklist

The following checklist will be used by practicum supervisor to evaluate the lesson plans for the final lessons.

1= Yes, 2=To some extent, 3= No.

Items	1	2	3
Have you designed a compelling Engaging activity or question to grab students' attention and activate their prior knowledge?			
Is the engagement activity relevant to the lesson's objectives and the student's lives?			
Are learning objectives clear and specific?			
Have you included any Application/ Analytical Learning Outcomes?			
Is there an activity that allows students to explore the topic or concept through hands-on experiences or investigations?			
Are explanations, models, or demonstrations provided to help students understand the material?			
Have you designed activities or assignments that allow students to apply what they've learned in new contexts?			
Have you considered how to differentiate the lesson to meet the diverse needs of your students?			
Have you planned a formative or summative assessment to measure student understanding of the lesson objectives?			
Is the lesson aligned with curriculum standards, learning objectives, and assessment criteria?			
Have you allocated sufficient time for each phase of the lesson, including transitions?			

Appendix - K Lesson Plan Template

Student Teacher: _____

Date: _____

Cooperating School: _____ Cooperating Teacher: _____

Grade: _____

No of students: _____

Duration of Lesson: _____

Subject: _____

Topic: _____

Learning Objective/s
Resources/ materials:
Students' Prior Knowledge:

Content	Learning Experience	Time
	Warm-up (Diagnostic Activity/ Engaging Activity)	
	Development <ol style="list-style-type: none"> 1. Guided Task 2. Teacher Input 	
	Assessment	
	Wrap up:	

Evaluation of Students	Evaluation of Teacher
------------------------	-----------------------

What did students learn? What did students do? (activity) What they were not able to understand?	What did not work out well? What different I will plan next time?
---	--

Feedback (to be filled by University Supervisor):

University Supervisor: _____

Date:

Appendix - L Consolidated Reports

This format will be used by the supervisor to evaluate the overall performance of the student teacher.

Student Teacher: _____

Cooperating Teacher:

Description/ Tasks	F	C	C+	B	B+	A	Comments
Maintaining File							
Planning and Preparation							
Feedback sessions							
Attendance at School (Regularity and Punctuality)							

Classroom Observations							
Lesson Taught							
Participation in co-curricular/administration activities							

Overall Remarks:

University Supervisor: _____

Date: _____



Department of Education
Course Outline

300. Course Code and General Information	
Course Code	
Course Title	Teaching Practice IV (Independent Teaching)
Credit Hours	06
Program	BS - Education

301. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

302. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none"> • PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks. • PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners. • PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being. • PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community. • PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods. • PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor. • PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately. • PLO 8: Develop effective communication skills including language and ICT competencies. • PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education • PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices. 	

- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

303. Course Description

This course is designed to provide pre-service teachers with hands-on teaching experience in real classroom settings. Students will observe 5 lessons and plan, deliver, and reflect on 24 independent and supervised lessons, culminating in a final lesson and a criticism lesson where they receive constructive feedback from peers and faculty. The course emphasizes lesson planning, classroom management, teaching strategies, and self-reflection to prepare students for professional teaching careers.

304. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Create lesson plans that incorporate diverse instructional methods, address learning objectives, and cater to students' needs.
- Employ techniques to create a positive, organized, and productive classroom environment.
- Design and use formative and summative assessments to evaluate student learning and provide constructive feedback
- Reflect on teaching experiences with the lens of its examination and improvement

305. Course Learning Outcomes (CLOs)

CLO (1)Analyze existing teaching practices through systematic classroom observations and demonstrate an understanding of the school teaching context.

CLO (2)Develop effective lesson plans that integrate diverse instructional strategies, align with learning objectives, and address the varying needs of students.

CLO(3)Implement classroom management techniques to establish a structured, engaging, and supportive learning environment.

CLO(4)Design and apply formative and summative assessment strategies to measure student learning and provide meaningful feedback for improvement.

CLO (5)Critically reflect on their teaching experiences to identify areas for enhancement and apply strategies for continuous professional growth.

Teaching learning processes.

CLO(6)Adapt teaching strategies based on student responses, classroom dynamics, and assessment data to enhance instructional effectiveness.

306. Teaching Strategies

Practice-based learning with real classroom teaching
 Peer and mentor observations with guided feedback
 Reflective teaching through self-evaluation journals
 Video analysis of selected lessons for improvement
 Workshops on classroom challenges and solutions

307. Course Assessment		
Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	05
Micro Teaching	1	10
Lesson Planning & Delivery	20	40
Lesson Observation	05	05
Final Lessons	02	20
Attendance and Regularity		05
Record Keeping	Preparing one teaching practicum folder	05
Total Marks		100

Note : Total Marks adjusted to 200

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is "C" (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course

	3	5 E Model
	3	School Observation
	3	Lesson Plan Delivery
	3	Ibl Lesson Plan And Its Presentation
	3	Final Lesson 1
	3	Lesson Plan Delivery
	3	Mid Term (Submission of Mid-term Portfolio)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Lesson Delivery
	3	Microteaching (I)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Final Lesson 2/ Closing Seminar
23 rd June	3	Submission Of Hard Copy (Final Exams)

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

11.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.
- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (01) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
 - They will submit a report analyzing the school culture, teaching strategies, and management techniques.
- They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques,

and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[20]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom's Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (05)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[02]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

12.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies
- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

13. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Course Outlines

(General & Allied Courses)



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	CSC10202-11
Course Title	Introduction to Maths
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	1
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
3. Program Learning Outcomes	
<u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines	
<u>Team Building</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams	
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions	
<u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology	
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas	
<u>Ethics and Social Responsibility</u> PLO6: Exhibit work ethics and promote sustainable development goals	

4. Course Description

This course is an introductory mathematics course which will cover basic skills in numeracy, algebra, linear function, graphing, matrix algebra and mathematics of finance. The course aims to provide a sound foundation in basic mathematical skills and an introduction to their application to problem solving.

5. Course Objectives

This course has been designed keeping the following objectives in mind:

1. To make the basic concepts and foundation of mathematics strong.
2. To use the scientific calculator more scientifically and smartly.
3. Can understand and convert the business life problems into mathematical problems and find the suitable solution by using the appropriate technique of mathematics.
4. To prepare the students for higher/advanced quantitative courses.

6. Course Learning Outcomes (CLO)

1. **Recall** the basic concepts of mathematics like LCM, HCF, Ratio, and Proportions etc.
2. **Understand** the applications of mathematical equations and functions involving single and multiple variables in linear and quadratic form.
3. **Presenting** the problems in business by formulating appropriate equations and functions to solve them.
4. **Implement** the concept of matrices for solving the real world problems related to business, economics, and accounting etc.
5. **Apply** the concepts of Interest and Annuities in the applications related to Financial Mathematics

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO1.1	Recall the basic concepts of mathematics like LCM, HCF, Ratio, and Proportions etc.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
CLO1.2	Understand the applications of mathematical equations and functions involving single and multiple variables in linear and quadratic form.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam

2	Team Building		
-	-	-	-
3	Critical Thinking and Decision Making		
CLO3.1	Implement the concept of matrices for solving the real world problems related to business, economics, and accounting etc.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
CLO3.2	Apply the concepts of Interest and Annuities in the applications related to Financial Mathematics	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
4	Communication		
CLO4.1	Presenting the problems in business by formulating appropriate equations and functions to solve them.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
5	Entrepreneurship and Leadership		
6	Ethics and Social Responsibility		

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 3.1	PLO 3
4	CLO 3.2	PLO 3
5	CLO 4.1	PLO 4

9. Course Contents		
Sessi on	Topic	Recommended Readings
1	Review Of Arithmetic Operations & Algebra <ul style="list-style-type: none"> Basic Arithmetic including BODMAS, LCM, HCF. Ratio and Proportions Percentage and Average Expressions, Equations and their Properties 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
2	Linear and Quadratic Equations <ul style="list-style-type: none"> Solution of First Degree Equations Solution of Second Degree Equations 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S.

		Budnick
3	Formation of Equation <ul style="list-style-type: none"> • Absolute Value Representations • Distance and Midpoint Formula • Slope and its Interpretation • Formation of Equation of Line by Slope, Points and Intercepts 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
4	Linear Functions <ul style="list-style-type: none"> • Functions and Their Types • Composite Functions • Sketching the Linear Functions • Domain and Range of Functions 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
5	Linear Functions and their Applications <ul style="list-style-type: none"> • Cost, Revenue and Profit Functions • Depreciation, Book Value and Salvage Value 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
6	Linear Functions and their Applications <ul style="list-style-type: none"> • Straight Line Depreciation • Law of Supply and Demand 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
7	Linear Functions and their Applications <ul style="list-style-type: none"> • Market Equilibrium • Break-even Model & Profit Margin 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
8	Midterm Examination	
9	System Of Linear Equations <ul style="list-style-type: none"> • Nature of Lines • Nature of Solution (No solution, Infinite Many Solution and Unique Solution) • Sketching on Graph. 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
10	Formation & Application of Quadratic Equation	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
11	Matrix Algebra <ul style="list-style-type: none"> • Definition, Uses and Different Types of Matrices • Addition and Subtraction of Two Matrices • Scalar Multiplication of Matrix • Product of Matrices • Determinant of a Matrix 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
12	Matrix Algebra <ul style="list-style-type: none"> • Adjoint of a Matrix • Matrix Inverse 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick

	<ul style="list-style-type: none"> • Solution of Equation by Matrix Method • Cramer's Rule for the Solution of Equations 	
13	Mathematics Of Finance <ul style="list-style-type: none"> • Simple Interest • Compound Interest • Effect of Compounding Periods on Interest • Nominal and Effective Interest Rates 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
14	Mathematics Of Finance <ul style="list-style-type: none"> • Future Value of Annuity • Present Value of Annuity • Size of Annuity 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
15	Mathematics Of Finance <ul style="list-style-type: none"> • Mortgages • Cash Flow and NPV • Internal Rate of Return 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 6, 11, 14	15%
2	Midterm Examination	8	25%
3	Assignments	3, 5, 10,13	20%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick – Latest Edition

14. Reference Books & Learning Material

- Business Math by Cheryl Cleaves, Margie Hobbs and Jeffrey Noble – Latest Edition
- Fundamental methods of Mathematical Economics by Alpha Chiang, 4th Edition.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Introduction to Environmental Studies
Credit Hours	03
Pre-requisite	
Program	BBA
Semester	Fall 2024
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
3. Program Learning Outcomes	
<u>Awareness of Multidisciplinary perspective</u> PLO1: It embraces a wide variety of topics from different areas of study, focuses on the subject areas of environmental studies or related disciplines, such as geography, planning, environmental, or architecture.	
<u>Practical skills</u> PLO2: The ES helps students develop practical skills and knowledge required to critically	

evaluate environmental problems and issues, and provide applied solutions.

Scientific knowledge

PLO3: It provides the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.

Project Based Learning

PLO4: Demonstrate environmental knowledge through practical assignment by working in a real environment.

Creativity

PLO5: Apply creativity by making use of 3R's (Reduce, reuse and recycle) towards sustainable development goals.

Analytical skills

PLO6: To identify and analyze environmental problems both natural and human-made because adverse impacts to this environment affect the well-being of humans and other living organisms.

Problem solving skills

PLO 7: This course to help students to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

4. Course Description

It has several major unifying constructs, or themes, that cut across the many topics included in the course.

The following themes provide a foundation for the structure of the (ES) course, designed under five themes including, Introduction to Environmental Studies, The Living World, Land and Water Use, Energy Resources and Consumption, and Global Change.

5. Course Objectives

- Familiarize with definition, scope and various terminologies commonly used in environmental studies
- Summarize and describe global, regional, and landscape scale environmental processes and systems
- Identify common and adverse human impacts on biotic communities, soil, water, and air quality
- Discuss environmental issues and suggest sustainable strategies to mitigate them
- Complete field work project

6. Course Learning Outcomes (CLO)

LO1: Explain the environment system in the global and Pakistan context

LO2: Explain the basics concepts pertaining to earth systems and environmental studies

LO3: Describe the impact of weather and climate on the people in global context

LO4: Differentiate among types of ecosystems in the environment

LO5: Identify major components of earth systems

LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony

LO7: Compare and contrast between sustainable and non-sustainable choices in the 21st Century

LO8: Critically analyze the key events and factors that contribute in the Environmental issues

LO9: Analyze role of natural Biochemical cycles in the environment systems

LO10: Evaluate the roles and contributions humans in the environmental issues

LO11: Determine whether renewable or nonrenewable energy are sustainable options for 21st Century

LO12: Considering various perspectives, develop their understanding of Earth Systems

LO13: Design field project/s and develop learning evidences of field experience

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	<u>Awareness of Multidisciplinary perspective</u>		
CLO1.1	LO1: Explain the environment system in the global and Pakistan context	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.2	LO2: Explain the basics concepts pertaining to earth systems and environmental studies	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.3	LO3: Describe the impact of weather and climate on the people in global context	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.4	LO4: Differentiate among types of ecosystems in the environment	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.5	LO5: Identify major components of earth systems	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation

CLO 1.12	LO12: Considering various perspectives, develop their understanding of Earth Systems	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
2	<u>Practical skills</u>		
CLO2.6-	LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony	- Group Discussions	Field work
3	<u>Scientific knowledge</u>		
CLO.3.9-	LO9: Analyze role of natural Biochemical cycles in the environment systems -	Reading Assignments Case Studies Group discussions -	Examination Presentation -
4	<u>Project Based Learning</u>		
CLO4.13	LO13: Design field project/s and develop learning evidences of field experience -	Group Discussion	Project
5	<u>Creativity</u>		
CLO5.7 CLO5.6	LO7: Compare and contrast between sustainable and non-sustainable choices in the 21st Century LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony	Case Studies Group Discussion	Project
CLO6.8	<u>Analytical skills</u>	Reading Assignments	Examination

CLO6.10	LO8: Critically analyze the key events and factors that contribute in the Environmental issues LO10: Evaluate the roles and contributions humans in the environmental issues	Case Studies Group Discussion	Presentation
CLO7.11	<u>Problem solving skills</u> LO11: Determine whether renewable or nonrenewable energy are sustainable options for 21st Century [Th4]	Group Discussions	Projects/Field work

8. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 1.3	PLO 1
4	CLO 1.4	PLO 1
5	CLO 1.5	PLO 1
6	CLO 1.12	PLO 1
7	CLO 2.6	PLO 2
8	CLO 3.9	PLO 3
9	CLO 4.13	PLO 4
10	CLO 5.7	PLO 5
11	CLO 5.6	PLO 5
12	CLO 6.8	PLO 6
13	CLO 6.10	PLO 6
14	CLO 7.11	PLO 7

9. Course Contents

Session	Topic	Recommended Readings
1	<ul style="list-style-type: none"> Definition, scope and importance Earth System Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude) 	Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i> . New York: Routledge.

2	<ul style="list-style-type: none"> • The Atmosphere (Composition; structure; weather and climate; and atmospheric circulation) • Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation) • Soil and Soil Dynamics (Rock cycle; formation; composition; soil conservation) • 	Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i> , Jones & Bartlett.
3	<ul style="list-style-type: none"> • Ecosystem Structure (Biological populations and communities; ecological niches; interactions among species; major terrestrial and aquatic biomes) • Energy Flow (Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids) 	Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i> . McGraw-Hill Higher Education.
4	<ul style="list-style-type: none"> • Ecosystem Diversity (Biodiversity; natural selection; evolution; ecosystem services) • Natural Ecosystem Change (Climate shifts; species movement; ecological succession) 	Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i> . Pearson.
5	<ul style="list-style-type: none"> • Natural Biogeochemical Cycles (Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter) 	A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i> . New York: W.H. Freeman.:ISBN: Paper 978-1429240291
6	<ul style="list-style-type: none"> • Agriculture • Forestry (Tree plantations; forest fires; forest 	Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i> . New York:

	<p>management; national forests)</p> <ul style="list-style-type: none"> ● Rangelands (Overgrazing; deforestation; desertification; rangeland management; federal rangelands) 	<p>Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
7	<ul style="list-style-type: none"> ● Mining (Mineral formation; extraction; global reserves; relevant laws and treaties) ● Fishing (Fishing techniques; overfishing; aquaculture; relevant laws and treaties) ● Global Economics (Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
8	Midterm Examination	
9	<ul style="list-style-type: none"> ● Energy Concepts (Energy forms; Laws of Thermodynamics in 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York:</p>

	<p>biological system)</p> <ul style="list-style-type: none"> • Energy Consumption (History (Industrial Revolution; exponential growth; energy crisis) present global energy use and Future energy needs) 	<p>Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
10	<ul style="list-style-type: none"> • Fossil Fuel Resources and Use (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; environmental advantages/disadvantages of sources) • Nuclear Energy (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
11	<ul style="list-style-type: none"> • Hydroelectric Power (Dams; flood control; salmon; silting; other impacts) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p>

	<ul style="list-style-type: none"> Renewable Energy (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages) 	<p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
12	<ul style="list-style-type: none"> Stratospheric Ozone (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
13	<ul style="list-style-type: none"> Global Warming (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental</i></p>

	change; relevant laws and treaties) • Loss of Biodiversity (Habitat loss; overuse; pollution; introduced species; endangered and extinct species; maintenance through conservation; and relevant laws and treaties)	<i>Science: Creating a Sustainable Future (6th Edition)</i> , Jones & Bartlett. Enger, E and Smith, B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i> . McGraw-Hill Higher Education. Withgott, J. H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i> . Pearson. A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i> . New York: W.H. Freeman.:ISBN: Paper 978-1429240291
14	Project	Related to SDGs
15	Project	Related to SDGs
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	E-Portfolio	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	30%
3	Group Project/Individual project	2, 4, 6, 13	25%
4	Final Examination	16	35%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

1. Allaby, Michael, A. (1996). Basics of Environmental Science (2nd Edition). New York: Routledge.
2. Chiras, D.D. (2001). Environmental Science: Creating a Sustainable Future (6th Edition), Jones & Bartlett.
3. Enger, E and Smith, B. (2010). Environmental Science: A Study of Interrelationships (12th Edition). McGraw-Hill Higher Education.

4. Withgott, J .H & Laposata, M (2018). Essential Environment: The Science Behind the Stories, (6th Edition). Pearson.
5. A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). Essentials of Environmental Science. New York: W.H. Freeman.:ISBN: Paper 978-1429240291

14. Reference Books & Learning Material

- Colin Robson (2007). How to Do a Research Project: A Guide for Undergraduate Students. Oxford, U.K.: Blackwell.
-
- The Journal of Environmental Studies and Sciences
- <https://link.springer.com/journal/13412> \
-
- <https://agricultureandfoodsecurity.biomedcentral.com/articles/10.1186/2048-7010-3-6>

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration
Course Outline

15. Course Code and General Information	
Course Code	CSC11102-11
Course Title	Introduction to Information and Communication Technology
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	1

16. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

17. Program Learning Outcomes
<p><u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines</p> <p><u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions</p> <p><u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology</p> <p><u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas</p> <p><u>Ethics and Social Responsibility</u> PLO6 Exhibit work ethics and promote sustainable development goals</p>

18. Course Description

As we live in the Computer Age and most of our day-to-day activities are being influenced by the use of computers. While in some areas like Science & Technology improvements cannot be achieved without computer, it has become necessary for everyone to have knowledge of computers. This course, intended for new students without a computer science background, covers the core components seen in a computer science undergraduate curriculum on which other computer science courses rely.

19. Course Objectives

1. Analyze computer systems and assess their components to determine performance requirement for home, office and industry use.
2. Learn how network and internet works and manage small home/office networks, analyze potential threats to a network deploy software/hardware to protect networks from such attacks.
3. Understand the need of database management systems, various types and basics of relational database.

20. Course Learning Outcomes (CLO)

6. Identify the components of a computer system and describe the basic knowledge of commonly used computer applications.
7. Explain the basics of computer organization including memory and storage elements.
8. Understand how large networks work and what how to protect from network attacks.
9. Understand basic database management systems and design relational databases.

21. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Basic Computer Knowledge		
CLO1	Identify the components of a computer system and describe the basic knowledge of commonly used computer applications.	Lecture Reading Assignments	Examination Quizzes Assignment
2	Core Computer Components and Technologies		
CLO2	Explain the basics of computer organization including memory and storage elements.	Lecture Reading Assignments	Examination Quizzes Assignment
3	Networking Concepts		
CLO3	Understand how large networks work and what how to protect from network attacks.	Lecture Reading Assignments	Examination Quizzes Assignment

4	Information and Management Systems		
CLO4	Understand basic of E Commerce, Information Systems, database management systems and design relational databases.	Lecture Reading Assignments	Examination Quizzes Assignment

22. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1, PLO6
2	CLO 2	PLO 1
3	CLO 3	PLO 1
4	CLO 4	PLO 1

23. Course Contents

Session	Topic	Recommended Readings
1	Introduction to the World of Computers, Computer in your life Parts of a Computer System: Hardware, Software, Users Data, Introduction and Characteristics of Information Technology Functions of the Information Technology	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 1
2	The System Unit: Processing Number System Conversion Inside the System Unit: Computing, Storing, and Communication Typical CPU Components, System Clock and Machine cycle, Future Trends	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 2
3	Motherboard Ports and Cables, Expansion Cards and Slots Buses, RAM and ROM	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 2
4	Storage Systems Characteristic Primary Storage and Secondary Storage Network and Cloud Storage Other types of Storage Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 3
5	Different types of keyboards and pointing devices Types of scanners, readers, and digital cameras Audio input and Output devices Types of display devices and how they work Types of printers and how they work	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 4
6	Differences between system software and application software Functions of and differences among operating systems Various types of operating systems Functions of and various types of utility programs	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 5
7	General characteristics and Types of application	Understanding

	software Word processing, Spreadsheet, Database Presentation graphics, Graphics and multimedia software Overview of other types of application software	Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 6
8		
9	Introduction to networks and their Applications Network Characteristics Network Architecture and Topologies	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 7
10	Network Size and Coverage Area Data Transmission Characteristics Wired Networking Media Wireless Networking Media Cellular Radio Transmissions	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 7
11	Ethernet Networking Adapters Networking Hardware Networking Hardware for Connecting Devices and Networks	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 8
12	Introduction to E-Commerce Advantages and Disadvantages of E-Commerce Categories of types of E-Commerce E-Commerce Business Models	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 11
13	Introduction to Information System Users of Information Systems Paradigm of User-Group Types of Information Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 12
14	Introduction to SDLC Components of SDLC SDLC Usefulness	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 12
15	Database and Database Management Systems Components of Database Artificial Intelligence, Areas of AI, Natural Language Processing, Expert Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 14
16	Final Examination	

24. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes and Assignments	3, 5, 7, 10, 12	25%
2	Midterm Examination	8	25%
3	Project	14, 15	10%
5	Final Examination	16	40%

25. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

27. Text Book(s)

1. Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition.

28. Reference Books & Learning Material

- Computer Science By C.S.French ,Edition: Fifth
- Using Information Technology, A Practical Introduction to Computers & Communications By Brian K. Williams & Stacey C. Sawyer Edition: Sixth
- Introduction to Computers By Peter Nortons, Edition: Fifth

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Faculty of Business Administration

Course Outline

29. Course Code and General Information	
Course Code	HMT22101-11
Course Title	Islamic Studies
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	1

30. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

31. Program Learning Outcomes
<p><u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment</p> <p><u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment</p> <p><u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology</p> <p><u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment</p> <p><u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals</p>

32. Course Description
This course will introduce the concept of religion as a basic social institution and will give an overview of major religions of the world. Its major focus is on the religion Islam as a complete code of life

33. Course Objectives
<ol style="list-style-type: none"> 1. To help the student develop a better understanding of Religion and its significance and role in human life. 2. To enable him/her to have a basic understanding of Major religions of the world. 3. To enable him/her to understand the concept of Prophet hood and its significance. 4. To develop a better understanding of the life of Prophet Muhammad (PBUH). 5. To understand Islamic concept of worship (Ibadat)"

6. To have an awareness about the Human Rights in the light of Quran and Sunnah.
7. To have a sound knowledge of Islamic code of Life-Economic, Political, and Social concepts of Islam.

34. Course Learning Outcomes (CLO)

10. Better understanding of Religion, its significance and role in human life.
11. A basic understanding of the Major religions of the world.
12. Understanding of the concept of Prophet hood and its significance.
13. A liking to model his/her life on the footsteps of our Holy Prophet Muhammad (PBUH).
14. Understanding of Islamic concept of worship (Ibadat)"
15. Awareness about the Human Rights in the light of Quran and Sunnah.
16. A sound knowledge of Islamic code of life-Economic, Political, and Social concepts of Islam.

35. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Religion: Definition	Lecture Reading Assignments Group Discussion	Examination Quizzes
CLO1.2	Reasons for its existence.	Lecture Reading Assignments case studies	Examination Quizzes Presentation
2	Leadership Skills		
-	The life of Holy Prophet Muhammad (PBUH)	-	-
3	Communication Skills		
-	-	-	-
4	Experiential Learning		
CLO4.1	Significance and role in human life.	Lecture Reading Assignments Group Discussion	Project
5	Ethics and Values		
CLO5.1	Major religions of the world	Lecture Reading Assignments Group Discussion case studies	Examination Quizzes Presentation

36. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 4.1	PLO 4

4	CLO 5.1	PLO 5
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37. Course Contents		
Session	Topic	Recommended Readings
1	Religion: Definition.	An Introduction to Islamic Ideology- by Anwer Hashmi, Karachi Book Centre, Karachi. (Latest Edition).
2	Reasons for its existence.	Islam, An Introduction - by Aisha Bawani Waqf, Karachi. (Latest Edition).
3	Significance and role in human life.	Islamic Education- by M.D Zafar, Aziz Depot, Urdu Bazar, Lahore. (Latest Edition).
4	Major religions of the world.	
5	The life of Holy Prophet Muhammad (PBUH).	
6	Islamic concept of worship (Ibadat)" The Articles of Faith.	
7	The Five Pillars of Islam and Sources of religious and legal authority.	
8	Midterm Examination	
9	Rights in Quran and Duties and Character of a Muslim in Quran.	In addition, the teacher may prescribe any additional reading material.
10	Islamic Social & Political System.	Towards Understanding Islam- by S. Abdullah Maududi, Idara Tarjuma-e-Qur'an (Pvt) Ltd., Urdu Bazar, Lahore.
11	Islamic code of life.	
12	Concept of Worship and Zakat in Islam.	
13	Concept of Worship and Fasting in Islam.	
14	Human right in Islam. Islamic ethics in surah hujrat	
15	Islamic code of life and economic system	Muhammad - The life and Message- by Allama Syed Sulaiman Nadvi, Aisha Bawani Waqf, Karachi
16	Final Examination	

38. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

39. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

41. Text Book(s)
2. Islamic Education- by M.D Zafar, Aziz Depot, Urdu Bazar, Lahore. (Latest Edition).

42. Reference Books & Learning Material
<ul style="list-style-type: none"> Towards Understanding Islam- by S. Abdullah Maududi, Idara Tarjuma-e-Qur'an (Pvt) Ltd., Urdu Bazar, Lahore. Muhammad - The life and Message- by Allama Syed Sulaiman Nadvi, Aisha Bawani Waqf, Karachi.

15. Code of Conduct
<ul style="list-style-type: none"> Follow the University attendance policy. Observe the class schedule. Keep cell phone off during the class. Submit assignments as per requirements. Maintain a disciplined, and respectful attitude towards the teacher and fellow students. Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM11103-11
Course Title	Functional English
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<p><u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines</p> <p><u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions</p> <p><u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology</p> <p><u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas</p> <p><u>Ethics and Social Responsibility</u> PLO6: Exhibit work ethics and promote sustainable development goals</p>

4. Course Description
<p>The course develops students' ability to communicate effectively in English language in different contexts. Through the different modules taught in the course, the students will develop communicative competence beyond the classroom. The traditional curriculum does not provide learners with opportunities to understand the practicality of the functional concepts taught. The Functional English course in comparison focuses on teaching learners the application of English language skills. It also focuses on ensuring that students read effectively and fluently whilst improving their comprehension skills, acquire a wide vocabulary, and develop an understanding of grammar and knowledge of different conventions of spoken language, reading and writing. The course also assists them to write clearly, accurately, and coherently for different contexts in a variety of styles and uses discussions as a way to learn</p>

and explain their understanding and ideas.

5. Course Objectives

The objectives of the course are to enable the students to:

- use the four skills of language in an accurate manner
- gain an understanding of making (group and individual) academic presentations
- use reading strategies for comprehension and vocabulary development
- develop coherent paragraphs in writing
- write well-structured essays on the given topics.
- review grammar concepts for use in speech and writing
- focus on vocabulary development for effective speech and writing

6. Course Learning Outcomes (CLO)

The main outcomes of the course are to enable the students to:

1. develop communicative competence
2. make academic presentations
3. employ reading comprehension skills
4. focus on different conventions of writing
5. demonstrate accurate use of grammar and vocabulary in speech and writing

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	<ul style="list-style-type: none"> ● make academic presentations ● demonstrate accurate use of grammar and vocabulary in speech and writing 	Lecture (online and recorded) Grammar and vocabulary Practice Exercises	SALC Presentation Quizzes Assignments Examination
2	Team Building		
-	<ul style="list-style-type: none"> ● make (group and individual) academic presentation 	Lecture (online and recorded) Group Discussion	Presentations
3	Critical Thinking and Decision Making		
-	<ul style="list-style-type: none"> ● employ reading comprehension skills ● focus on different conventions of writing 	Lectures (online and recorded) Reading Passages	SALC Quizzes Activities and assignments

	<ul style="list-style-type: none"> demonstrate accurate use of grammar and vocabulary in speech and writing 	Writing Activities Grammar and vocabulary Practice Exercises	Examination
4	Communication Skills		
	<ul style="list-style-type: none"> develop communicative competence 	Lectures (online and recorded) Debut Role Play Group Discussions	SALC Activities and assignments Examination Presentations
5	Entrepreneurship and Leadership		
	-		
6	Ethics and Social Responsibility		
	-		

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 2, CLO 5	PLO1
2	CLO 2	__PLO2
3	CLO3, CLO4, CLO5	PLO3
4	CLO1	PLO4

9. Course Content		
Session 1	Topic	Recommended Readings
Speaking Activity <ul style="list-style-type: none"> Introductions – Getting to know each other Listening Comprehension <ul style="list-style-type: none"> Listening vs Hearing Active Listening Strategies Listening Comprehension Exercise 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP.
Session 2	TOPIC	

Grammar <ul style="list-style-type: none"> Parts of Speech 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP.
Listening Comprehension <ul style="list-style-type: none"> Listening for the main idea Listening Comprehension Exercise 		Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 3	Topic	
Grammar <ul style="list-style-type: none"> Types of Sentences Types of Clauses Practice Exercises 		Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Vocabulary Building <ul style="list-style-type: none"> Essential Vocabulary – 10 words Synonyms, Antonyms & Homophones Practice exercises 		Bloomberg, M., Leibb, J., & Traiger, A. (2012). <i>504 Absolutely Essential Words</i> (6 th ed.). New York: Barrons Publishers.
Session 4	Unit Topic	
Grammar <ul style="list-style-type: none"> Present Tenses: Present Simple, Present Continuous, Present Perfect & Perfect Continuous Usage of the tense Structure of the tense Practice Exercises 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP. Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 5	Unit Topic	
Reading Comprehension <ul style="list-style-type: none"> Effective Reading Strategies Skimming & Scanning Techniques Previewing & Predicting Practice Exercises 		
Session 6	Unit Topic	

Grammar <ul style="list-style-type: none"> • Past Tenses: Past Simple, Past Continuous, Past Perfect & Perfect Continuous • Usage of the tense • Structure of the tense • Practice Exercises 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP. Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 7	Unit Topic	
Summary Writing <ul style="list-style-type: none"> • Identifying the key points • Making notes • Writing concisely • Practice Exercises Reading Comprehension <ul style="list-style-type: none"> • Reading Comprehension Practice Exercise 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP.
WEEK 8 MIDTERM EXAMINATION		
Session 8	Unit Topic	
Writing Process <ul style="list-style-type: none"> • Writing Process: Planning, Drafting, Revising & Editing • Pre-writing Strategies: Listing, Mind mapping/Clustering & Questioning • Practice Paragraph Writing <ul style="list-style-type: none"> • Topic Sentences • Supporting Ideas & Details • Concluding Sentences • Paragraph writing practice 		. Zeemach, D. E., & Islam, C. (2004). <i>Paragraph writing: From sentence to Paragraph</i> . New York: Macmillan Education.
Session 9	Unit Topic	

Basics of Academic Presentations <ul style="list-style-type: none"> • Purpose & audience of presentations • Choosing suitable topics for presentations • Structure of Presentations • Verbal and Non-verbal communication • Overcoming nervousness Vocabulary Building <ul style="list-style-type: none"> • Learning Essential Vocabulary – 10 words • Prefixes & Suffixes • Practice exercises 		<p>Siddons, S. (2008). <i>The complete presentations skills handbook</i>. Philadelphia: Kogan Page Limited.</p> <p>Bloomberg, M., Leibb, J., & Traiger, A. (2012). <i>504 Absolutely Essential Words</i> (6th ed.). New York: Barrons Publishers.</p>
Session 10	Unit Topic	
Grammar <ul style="list-style-type: none"> • Future Tenses: Future simple, Future continuous, Future Perfect & Perfect Continuous • Structure of the tense • Practice Exercises Speaking: Oral Presentations		<p>Murphy, R. (2013). <i>Essential Grammar in Use</i> (4th ed.). New Delhi : Cambridge University Press</p> <p>Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i>. Karachi: OUP.</p>
Session 11	Unit Topic	
Grammar <ul style="list-style-type: none"> • The usage of Punctuation Marks (comma, inverted commas, colon, semi-colon & apostrophe) Speaking <ul style="list-style-type: none"> • Oral Presentations 		<p>Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi : Cambridge University Press</p> <p>Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i>. Karachi: OUP.</p>
Session 12	Unit Topic	

Grammar <ul style="list-style-type: none"> • Active & Passive Voice • Rules for changing Active into Passive Voice • Form & Usage of active and passive voice • Practice Exercises 		Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i> . New York: Macmillan Education Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi: Cambridge University Press.
Session 13	Unit Topic	
Writing <ul style="list-style-type: none"> • Essay Structure • Writing effective introductions and conclusions • Writing a Narrative Essay 		Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i> . New York: Macmillan Education. Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi: Cambridge University Press.
Session 14	Unit Topic	
Process Essay Writing <ul style="list-style-type: none"> • Features of process Essays • Language used in process essays • Organization of information 		Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i> . New York: Macmillan Education

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	5, 10	5%
2	Midterm Examination	8	25%
3	SALC	3-10	20%
4	Presentations	9	10%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

Not any particular book is being assigned to this course however a customized course pack has been provided to the Functional English students.

14. Reference Books & Learning Material

- Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). *English for Undergraduates*. Karachi: OUP.
- Murphy, R. (2007). *Essential Grammar in Use* (3rd ed.). New Delhi : Cambridge University Press.
- Murphy, R. (2013). *English Grammar in Use* (4th ed.). New Delhi: Cambridge University Press.
- Bloomberg, M., Leibb, J., & Traiger, A. (2012). *504 Absolutely Essential Words* (6th ed.). New York: Barrons Publishers.
- Siddons, S. (2008). *The complete presentations skills handbook*. Philadelphia: Kogan Page Limited.
- Zeemach, D. E., & Islam, C. (2004). *Academic writing: From Paragraph to Essay*. New York: Macmillan Education.
- Zeemach, D. E., & Islam, C. (2004). *Paragraph writing: From sentence to Paragraph*. New York: Macmillan Education.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Faculty of Business Administration
Course Outline

43. Course Code and General Information	
Course Code	HMT231
Course Title	Ideology and Constitution of Pakistan
Credit Hours	02
Pre-requisite	N/A
Program	All Undergraduate and Associate Degree Programs
Semester	1

44. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

45. Program Learning Outcomes
As per Program in which this course is taught.

46. Course Description
This course offers a comprehensive exploration of the dynamic processes shaping the evolution of constitutions and governance systems within Pakistan. By assessing the influence ideology, it delves into the historical, theoretical, and practical dimensions of Pakistan's constitutional development. Students will gain a deeper understanding of how transitions between systems, how constitutions are crafted and modified, and how institutions adapt to changing circumstances within the Pakistani context.

47. Course Objectives
<ol style="list-style-type: none"> 1. Understand the role of ideology in shaping the evolution of constitutional frameworks and governance systems in Pakistan. 2. Explain the political decision-making process and constitution amendments 3. Recognize the constitutional crisis and its implications in Pakistan 4. Examine practical challenges in crafting and amending constitutions within the Pakistan's context. 5. Analyze the ethical and legal dimensions of constitutional provisions pertaining to rights and responsibilities of Pakistani citizens.

48. Course Learning Outcomes (CLO)

- CLO 1: Demonstrate a deep understanding of key concepts of constitutional framework
 CLO 2: Develop critical thinking in understanding governance system of Pakistan.
 CLO 3: Assess how Pakistani political institutions adapt to changing circumstances.
 CLO 4: Apply political concepts in solving societal problems and decision making
 CLO 5: Propose strategies for addressing constitutional and governance issues in Pakistan.

49. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	As PLOs of program
2	CLO 2	
3	CLO 3	
4	CLO 4	
5	CLO 5	

50. Course Contents

Session	Topic	Recommended Readings
1	Introduction to Ideology <ul style="list-style-type: none"> Meaning of ideology Importance of ideology for a nation Relationship between ideology and power Ideology in contemporary politics 	Kazimi, M.R. Pakistan Studies. Oxford University Press.
2	Historical Background of Pakistan's Ideology <ol style="list-style-type: none"> Aligarh Movement Partition of Bengal (1905) Simla Deputation (1906) Two-Nation Theory Khilafat Movement 	Rabbani, I. Pakistan Studies. Caravan Book House.
3	Ideology of Pakistan <ul style="list-style-type: none"> Components of ideology of Pakistan <ol style="list-style-type: none"> Sovereignty Islamic Identity Tolerance and Religious Freedom Political Ideologies of Pakistan 	Quaid-a-Azam Muhammad Ali Jinnah; Speech and Statements (1947-1948), forward by Benazir Bhutto.
4	Political Dynamics <ul style="list-style-type: none"> Agencies responsible for the creation of ideologies <ol style="list-style-type: none"> Pressure groups Political parties Media Religious and educational institutions Role of political parties in the functioning of a state 	
5	Introduction to Constitution <ul style="list-style-type: none"> Purpose of a constitution Types of constitution <ol style="list-style-type: none"> Written and unwritten Rigid and flexible Federal and unitary Democratic and monarchical 	Kazimi, M.R. Pakistan Studies. Oxford University Press.

	<ul style="list-style-type: none"> e. Parliamentary and presidential • Process of constitution making in Pakistan 	
6	Constitutional History of Pakistan <ul style="list-style-type: none"> • Salient features of the given constitutions: <ul style="list-style-type: none"> a. Indian Independence Act of 1947 b. Objective Resolution 1948 c. Constitution of 1956 d. Constitution of 1962 e. Constitution of 1973 • Reasons for the delay in the making of first constitution of Pakistan 	Khan, H. Constitutional and Political History of Pakistan. (3 rd ed.). Oxford University Press.
7	Constitutional Amendments and their Impacts <ul style="list-style-type: none"> a. First Amendment (1974) b. Third Amendment (1975) c. Fourth Amendment (1975) d. Seventh Amendment (1986) e. Eighth Amendment (1985) f. Ninth Amendment (1987) g. Eighteenth Amendment (2010) 	Ahmed, I. (2020, September 4). The 18th Amendment: Historical Developments and Debates in Pakistan. ISAS. https://www.isas.nus.edu.sg/papers/the-18th-amendment-historical-developments-and-debates-in-pakistan/
8	Midterm	
9	Comparative Constitutional Analysis <ul style="list-style-type: none"> • Compare nature of Pakistan's constitutions of 1956, 1962 and 1973 • Socio-political context of each constitution 	
10	Contemporary Issues in Constitutional Development <ul style="list-style-type: none"> • Current constitutional debates and reforms <ul style="list-style-type: none"> a. Electoral reforms b. Judicial reforms c. Provincial Autonomy d. Minority rights • Impact of landmark cases on constitutional development • Ethnicity and nationalism 	
11	Constitutional Responses to Crisis <ul style="list-style-type: none"> a. Natural calamities b. Political upheavals c. Economic crisis d. Social unrest e. Environmental issues f. Terrorism and internal conflict g. Humanitarian disasters 	
12	Governance <ul style="list-style-type: none"> • Governance and good governance • Qualities of good governance • Role of governmental and non-governmental organizations in governance processes • Fundamental political concepts 	https://www.unescap.org/sites/default/files/good-governance.pdf

	<ul style="list-style-type: none"> a. Power b. Authority c. State d. Sovereignty e. Democracy f. Civil Society 	
13	Forms of Government <ul style="list-style-type: none"> • Introduction to <ul style="list-style-type: none"> a. Democratic b. Dictatorship c. Monarchy d. Oligarchy • Functions and roles of branches of a government <ul style="list-style-type: none"> a. Legislatures b. Executives c. judiciaries • Theories of political development <ul style="list-style-type: none"> a. Elite theory b. Dependency theory c. State-Centric theory d. Post-Colonial theory e. Modernization theory 	Smith, N. Pakistan History, Culture and Government. Oxford University Press.
14	Human Rights and Constitutional Protections (Part I) <ul style="list-style-type: none"> • Fundamental human rights principles • Universal Declaration of Human Rights • Constitutional provisions and legal frameworks towards human rights 	https://portal.mohr.gov.pk/national_framework/constitution-of-pakistan/
15	Human Rights and Constitutional Protections (Part II) <ul style="list-style-type: none"> • Identify civil, political, economic, social, and cultural rights • Role of human rights and constitutional protections in promoting social justice • Civic responsibilities with reference to the current constitution 	
16	Global Influences on National Ideologies and Constitutional Development <ul style="list-style-type: none"> • Role of international organizations • Global pressures and incorporate international norms 	alzaai, M.K. Pakistan's Foreign Policy Sectarian Impact on Diplomacy.
17	Final Examinations	

51. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	-	15%
2	Midterm	8	25%
3	Assignment and Presentation	-	20%
4	Final Examination	17	40%

52. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

53. Code of Conduct
<ul style="list-style-type: none"> ● Follow the University attendance policy. ● Observe the class schedule. ● Keep cell phone off during the class. ● Submit assignments as per requirements. ● Maintain a disciplined, and respectful attitude towards the teacher and fellow students. ● Abstain from any form of plagiarism.

Faculty of Business Administration
Course Outline

54. Course Code and General Information	
Course Code	CSC20202-11
Course Title	Introduction to Statistics
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2
55. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
56. Program Learning Outcomes	
<p><u>Knowledge:</u> PLO1: Explain core concepts in business and related disciplines</p> <p><u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams_</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions_</p> <p><u>Communication Skills</u> PLO4: Communicate through oral and written means by using appropriate technology_</p> <p><u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas</p> <p><u>Ethics and Social Responsibility</u> PLO6: Exhibit work ethics and promote sustainable development goals</p>	
57. Course Description	
<p>A comprehensive introduction to the use of statistics in business decision-making. This course provides the analytical tools needed for making informed business decisions using data as well as their software applications for solving business problems and/or in making decisions. Topics include graphical and numerical summaries of data, measure of central tendency; measure of dispersion; index number and probability distributions.</p>	
58. Course Objectives	
<ol style="list-style-type: none"> 1. To provide a basic understanding of the value and use of quantitative methods in administrative and operational problem solving and decision-making 2. To Understand why statistics are important for making business decisions (when to use quantitative analysis vs. "common sense") 3. To recognize particular techniques and their applications so as to be able to apply these techniques in problem solving for management decision making 4. Be able to read and interpret statistical information and be able recognize when 	

meaningful statistics are (and are not) being used

5. Be able to performance statistical analysis on paper as well as using Excel and SPSS where appropriate

59. Course Learning Outcomes (CLO)

17. Acquire and apply a working knowledge of the statistical tools used in business
18. Learn and perform statistical analysis of data related to business research and projects.
19. Learn and perform probability analysis of data related to management, finance, accounts, and human resource.

60. Teaching and Assessment

CLO	PLO	Teaching Strategies	Course Assessment Methods
1	<u>Knowledge:</u>		
CLO 1	Acquire and apply a working knowledge of the statistical tools used in business	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO 2	Learn and perform statistical analysis of data related to business research and projects.		
CLO3	Learn and perform probability analysis of data related to management, finance, accounts, and human resource.		
3	<u>Critical Thinking and Decision Making</u>		
CLO 2	Learn and perform statistical analysis of data related to business research and projects.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO 3	Learn and perform probability analysis of data related to management, finance, accounts, and human resource.		

61. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 1
3	CLO 3	PLO1
4	CLO 2	PLO3
5	CLO 3	PLO3

62. Course Contents		
Session	Topic	Recommended Readings
1	Introduction: <ul style="list-style-type: none"> • Introduction to Statistics • Descriptive and inferential statistics • Population and samples • Problems for the statistician • Summation notation • Measurements of scale 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
2	Statistical Measures of Data <ul style="list-style-type: none"> • Parameters and statistics • Measures of central location • Measure of variation 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
3	Statistical Measures of Data <ul style="list-style-type: none"> • Frequency distribution • Graphical representation • Basic Data Analysis: Descriptive Analysis 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
4	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> • Introduction • Criteria of satisfactory average • Types of averages(for ungrouped data) 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
5	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> • Types of averages (for ungrouped data) • Types of averages (For grouped data) 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
6	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> • Quartiles ,Deciles and Percentiles (for ungrouped and grouped data) • Empirical Relation between Mean, median And Mode • The Box plots • Graphs 	
7	Measures Of Dispersion And Skewness <ul style="list-style-type: none"> • Introduction • Types of Dispersion • Measure of Dispersion 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich

	<ul style="list-style-type: none"> • The range • The semi interquartile Range or the Quartile Deviation • The Mean Deviation • The variance and the standard deviation • Symmetry and Skewness 	Benson, Terry Sincich
8	Midterm Exam	
9	Probability <ul style="list-style-type: none"> • <i>Sets</i> • <i>Operations on Sets</i> • <i>Venn diagram</i> • Random Experiment • Sample Space and Events • Operation with events 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
10	Probability <ul style="list-style-type: none"> • Counting Sample points • Rule of Multiplication • Rule of permutation • Rule of Combination 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
11	Probability <ul style="list-style-type: none"> • Definition of Probability • Subjective or Personalistics Probability • Problems 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
12	Probability <ul style="list-style-type: none"> • Laws of Probability • Law of complementation. • Probability of Sub event • Applications 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
13	Conditional Probability <ul style="list-style-type: none"> • Applications • Independent and dependent events 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
14	Conditional Probability <ul style="list-style-type: none"> • Bayes theorem and applications 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
15	Index number <ul style="list-style-type: none"> • Introduction • Price index number 	Statistics for Business and Economics, Global Edition James T. McClave, P. George

	<ul style="list-style-type: none"> Composite index number 	Benson, Terry Sincich
16	Final Examination	

63. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 10, 12	30%
2	Midterm Examination	8	30%
3	Final Examination	16	40%

64. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

66. Text Book(s)

Statistics for Business and Economics, Global Edition
James T. McClave, P. George Benson, Terry Sincich

67. Reference Books & Learning Material

- Introduction to Statistics** by Neil A. Weiss, Fourth Edition, by Addison-Wesley publishing Company, Inc.
- Statistics for Business and Economics by Paul Newbold**, Fourth Edition by Prentice Hall
- Statistical Methods for Practice and Research** by Ajai S. Gaur and Sanjaya S. Gaur, (Latest Edition)

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Faculty of Business
Course Outline



Administration

1. Course Code and General Information	
Course Code	DSC121-11
Course Title	Introduction to Futures Studies
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	2

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<p><u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines</p> <p><u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions</p> <p><u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology</p> <p><u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas</p> <p><u>Ethics and Social Responsibility</u> PLO6 Exhibit work ethics and promote sustainable development goals</p>

4. Course Description
<p>Futures studies is a systemic, interdisciplinary, and holistic approach to create future scenarios and to construct future roadmaps considering the emerging trends in politics, economy, technology, society, and environment. Students learn what are the projected Futures scenarios and emerging trends and then create their future story and build a road map to turn their preferred future story into reality.</p> <p>“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”— Buckminster Fuller (American architect, systems theorist, author, designer, inventor, and futurist)</p>

5. Course Objectives
<p>The purpose of Futures Studies is to create the future of our choice. This course starts with the background and definitions of the field of futures studies. Students create alternative future stories considering emerging trends analysis and possible disruptions. It prepares students to shape their future using approaches, methodologies, and techniques developed by the experts of futures studies.</p>

6. Course Learning Outcomes (CLO)

CLO1: Students learn the history, importance, key concepts, and current discussions in Futures Studies and develop a systematic approach to the field.

CLO2: Students understand that the future is not predetermined, it cannot be predicted, and humans can design their desired future.

CLO3: Students learn that we live in an interconnected and interdependent world, and create alternative futures scenarios considering sustainable development goals and values underlying UN human rights.

CLO4: Students can examine, analyze and articulate alternative futures including expected and preferred future stories and their roadmaps considering emerging trends analysis and possible disruptions.

CLO5: Students can apply approaches, methods, and techniques of futures studies to construct expected and preferred future stories and develop roadmaps.

CLO6: Students develop their reflective, introspective, and creative skills.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	<u>Knowledge</u>		
CLO1&CLO2	Students learn the history, importance, key concepts, and current discussions in Futures Studies and develop a systematic approach to the field.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Quiz
2	<u>Entrepreneurship, Leadership, and Team Building</u>		
CLO3 & CLO6	Develop and demonstrate the teamwork, leadership skills, and develop their reflective, introspective, and creative skills. Apply emerging trends analysis, possible disruptions, SDGs and share it on social media platform.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Group Project 1 Group Project 2
3	<u>Communication Skills</u>		
CLO 4	Share videos of group projects in local languages on social media and write group project report.	Presentation Brainstorming Group Discussion Production	Group Project 3
4	<u>Critical Thinking and Decision</u>		

	Making		
CLO 5	Apply approaches, methods, and techniques of futures studies for emerging trends analysis, constructing expected and preferred future stories, and developing roadmaps. Critically examine underlying assumptions, hopes, fears and values in futures stories.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Individual Assignment 1 Individual Assignment 2
5	Ethics and Values		
CLO3	Create alternative futures scenarios considering sustainable development goals and values underlying UN human rights.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Group Projects Individual Assignments

8. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1 & CLO 2	PLO 1
2	CLO 3 & CLO 6	PLO 2 & PLO5
3	CLO 4	PLO 3
4	CLO 5	PLO 4
5	CLO 3	PLO 6

9. Course Contents

Session	Topic	Recommended Readings
1	Orientation: a. Facilitators Introduction b. IFS Survey 1 c. Conducive Learning Environment (Brainstorming with participants) d. Breathing Exercise e. Alike Video f. Group Discussion on Alike Video Q1. Reflection (“Why” question related to causal relations) Q2. Introspection (“What” question related	Course Outline

	<p>to Mood and Feeling)</p> <p>Q3. Creative Imagination (“What If” question leading to innovation/improvisation/problem Solving)</p> <p>g. Course Outline</p> <p>h. Share WhatsApp group link for the class</p>	
2	<p>Introduction to Futures Studies</p> <p>a. Introduction to Key Concepts</p> <p>b. Definition, Assumptions, Nature & scope of Futures Studies</p> <p>c. Need and Benefits of Futures Studies (Brainstorming)</p> <p>d. Breathing exercise</p> <p>e. Skills and Jobs for Futures (Brainstorming)</p> <p>f. Game “Staying alive.”</p> <p>f. Class Activity: Close your eyes for three minutes and imagine your happy place (What do you see, watch closely. What do you hear, listen intently? How do you feel?)</p> <p>g. Form groups of 6 -8 members</p>	<p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p>
3	<p>SDG + Social, Economic, Environmental, and Technological Trends (SEET)</p> <p>a. Basic Model - Framing (Focusing on one SDG)</p> <p>b. Breathing Exercise</p> <p>c. Interconnectedness Video</p> <p>d. Class Activity: After watching this video, close your eyes and imagine that the world is GAIA. How does it feel? How are you connected with others including your family, friends, community, environment, and technology?</p> <p>e. Present SDGs and SEET template</p> <p>f. Each group selects one SDG and one of the SEET trends and discuss their relationship considering the following questions:</p> <p>Q1. Reflection (“Why” question related to causal relations)</p> <p>Q2. Introspection (“What” question related to Mood and Feeling)</p> <p>Q3. Creative Imagination (“What If” question leading to innovation/improvisation/Problem Solving)</p>	<p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p> <p>Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).</p>

	g. Capitalism video	
4	<p>Applying Social, Economic, Environmental, and Technological Trends Analysis (SEET) on Social Development Goals (SDGs)</p> <p>a. Recall Capitalism Video (What do you remember from this video? How do you feel about this video? How has this video changed your assumptions of the economy, society, environment, and technology? What is the impact of this video on you?)</p> <p>b. Basic model - Scanning (Brainstorming for scanning for SEET)</p> <p>c. Breathing exercise</p> <p>d. Application of SEET on SDGs</p> <p>e. Class Activity: Image hunting: pick any video, picture, poetry, short story, painting or sculpture, or invention.</p> <p>f. Assignment: Group Assignment - I</p>	<p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p> <p>Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).</p>
5	<p>Life Stages; Personal domains; Individual Career in 2031</p> <p>a. Discussion on Templates for life stages</p> <p>b. Discussion on Template for Personal Domains</p> <p>c. Discussion on life stages and personal domains</p> <p>d. Class Activity: Close your eyes and imagine your future five years from now (How do you feel? How are you doing in your personal domains?)</p> <p>e. Class Activity: Complete both templates with the facilitator's assistance.</p> <p>f. Breathing exercise</p> <p>g. Class Activity: Personality test</p>	<p>https://files.eric.ed.gov/fulltext/ED504780.pdf</p>
6	<p>Disruptions, wild cards, uncertainties, and personal domains</p> <p>a. Discussion on Wild cards template</p> <p>b. Brainstorming on disruptions</p> <p>c. Class Activity: Close your eyes and imagine disruptions and how do you turn</p>	<p>Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.</p> <p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest</p>

	<p>them into an opportunity. How do you feel about identified disruption? How do you feel about your solution? Share it with your group and compile your group's work.</p> <p>d. Futures Triangle</p> <p>e. Breathing exercise</p> <p>f. Class Activity: Create your personal futures triangle</p>	Ed.).
7	Midterm Examination (Group Assignment-I Submission)	
8	<p>Emerging Trends Analysis using STEEPL</p> <p>a. Integral Theory</p> <p>b. Group Discussion on the framework for our interconnected and interdependent world.</p> <p>Q1. Reflection ("Why" question related to causal relations)</p> <p>Q2. Introspection ("What" question related to Mood and Feeling)</p> <p>Q3. Creative Imagination ("What If" question leading to innovation/improvisation/Problem Solving)</p> <p>c. Breathing Exercise</p> <p>d. Scanning using STEEPL</p> <p>e. Class Activity: Image Hunting (for emerging trends in ten years)</p> <p>f. Assignment: Group Assignment-II</p>	https://www.dailyevolver.com/theory/
9	<p>Basic Model III Forecasting: Individual expected future story</p> <p>a. Expected Story Template</p> <p>b. Breathing exercise</p> <p>c. Brainstorming on template</p> <p>d. Class Activity: Visualize your expected story 10 years from now</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.

	<p>e. Class Activity: Complete Expected Story Template</p> <p>f. Class Activity: Share your goals, objectives, hopes, fears, and values with your group</p>	
10	<p>Reframing: Critically examining your assumptions and values</p> <p>a. Identifying assumptions and values considering human rights</p> <p>b. Group discussion on underlying assumptions and values</p> <p>c. Breathing exercise</p> <p>d. Study on Happiness Video</p> <p>e. Class Activity: How do you feel about relationships with yourself, your family, friends, community, and environment?</p> <p>f. Class Activity: Examine your assumptions, hopes, fears, and values from your Expected story</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
11	<p>Breaking the Box</p> <p>a. Share Video 2 + 2 = 5</p> <p>b. Class Activity: Group Discussion on how you feel about this video? Who was your hero, and why?</p> <p>c. Class Activity: Imagine a past or future situation where you or someone you know acted heroically or broke the box.</p> <p>d. Class Activity: Group discussion on what makes a box and how do you break it.</p> <p>Q1. Reflection (“Why” question related to causal relations)</p> <p>Q2. Introspection (“What” question related to Mood and Feeling)</p> <p>Q3. Creative Imagination (“What If” question leading to innovation/improvisation/problem solving)</p> <p>e. Breathing exercise</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
12	<p>Basic Model IV - Visioning: Individual preferred future story</p> <p>a. Present Preferred Story Template</p> <p>b. Breathing exercise</p> <p>d. Class Activity: Imagine your future in</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.

	<p>2031 and write a letter to your former self in 2021</p> <p>e. Class Activity: Group Discussion on your preferred future</p> <p>Q1. Reflection (“What, why and how” question related to causal relations)</p> <p>Q2. Introspection (“What” question related to Mood and Feeling)</p> <p>Q3. Creative Imagination (“What If” question leading to innovation/improvisation/Problem Solving)</p> <p>f. Assignment: Individual Assignment I: Your Preferred Future Story</p>	
13	<p>Basic Model V: Strategic Planning</p> <p>a. Backcasting exercise for your preferred future story</p> <p>b. Present template for Strategic Planning</p> <p>c. Breathing exercise</p> <p>d. Class Activity: Complete your strategic plan for 2031</p> <p>e. Class Activity: Complete your strategic plan for 2022</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
14	<p>Basic Model VI: Action Plan</p> <p>a. Present template for Action Plan</p> <p>b. Breathing Exercise</p> <p>c. Class Activity: Complete your action Plan for 2031</p> <p>d. Class Activity: Complete your action Plan for 2022</p> <p>e. Assignment: Individual Assignment II: Action plan</p> <p>f. Class Activity: IFS Survey-II</p>	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
15	Submission and Presentation (Open MIC Event, and Farewell)	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quiz	7	30%
2	Individual Assignments	13	20%
3	Group project Submission	7 & 13	50%
5	Class Participation Marks	14	10%

11. Grading Policy

‘A’ Grade	88 and above
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'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

1. Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
2. Gidley, Jennifer (2017), The Future: A very short introduction, Oxford, Oxford University Press
3. Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997.

14. Reference Books & Learning Material

- Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).
- Marshall McLuhan & Quentin Fiore, The Medium is the Massage, HardWired, 1996.
- Toffler, Alvin. Future shock. Bantam, 1970.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Faculty of Business Administration

Course Outline

68. Course Code and General Information	
Course Code	HMT23101-11
Course Title	Pakistan Studies
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2

69. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

70. Program Learning Outcomes
<p><u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment</p> <p><u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment</p> <p><u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology</p> <p><u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment</p> <p><u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals</p>

71. Course Description
This course will introduce the ideology and establishment of Pakistan, its Geo-physical features and Strategic significance. The course will focus on Pakistan culture, natural resources, political history, major problems and its relations with the community of nations.

72. Course Objectives
8. To help the student develop a better understanding of the Ideology of Pakistan. 9. To enable the student to have a basic knowledge of Geophysical features and strategic significance of Pakistan. 10. To enable the student to understand the culture of Pakistan. 11. To develop a better knowledge of the Natural resources of Pakistan. 12. To develop a better knowledge of the Political history of Pakistan. 13. To develop a sound knowledge about the major problems of Present day Pakistan. 14. To develop an awareness about the relations of Pakistan with the community of

Nations.

73. Course Learning Outcomes (CLO)

1. Better understanding of the Ideology of Pakistan.
2. A basic knowledge of Geophysical features and strategic significance of Pakistan.
3. Understanding of the culture of Pakistan.
4. A better knowledge of the Natural resources of Pakistan.
5. A better knowledge of the Political history of Pakistan.
6. A sound knowledge about the major problems of Present day Pakistan.
7. Awareness about the relations of Pakistan with the community of Nations.

74. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Better understanding of the Ideology of Pakistan.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO1.2	A basic knowledge of Geophysical features and strategic significance of Pakistan	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
2	Leadership Skills		
-	Understanding of the culture of Pakistan	-	-
3	Communication Skills		
-	-	-	-
4	Experiential Learning		
CLO4.1	A better knowledge of the Natural resources of Pakistan	Lecture Reading Assignments Case Studies Group Discussion	Project
5	Ethics and Values		
CLO5.1	Awareness about the relations of Pakistan with the community of Nations	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation

75. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 4.1	PLO 4

4	CLO 5.1	PLO 5
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76. Course Contents		
Session	Topic	Recommended Readings
1	Establishment of Muslim society in Subcontinent	A comprehensive Book of Pakistan Studies”, by M. Ikram Rabbani, the Caravan Book House, Lahore. (Latest Edition)
2	Aims & Objects of the Establishment of Pakistan	A text book of Pakistan Studies”, by Shiekh Muhammad Rafique, Lahore. (Latest Edition)
3	Different political Movements before Pakistan-Part I	
4	Different political Movements before Pakistan-Part II	
5	Pakistan: Geo-physical features	
6	Pakistan Culture (Salient features)	
7	Natural Resources Part 1: (Land, Water, Agriculture, Forests)	
8	Midterm Examination	
9	Natural Resources Part II	
10	An overview of the Political history of Pakistan Part 1	
11	Political history of Pakistan part-II	
12	Major problems of Present day Pakistan; Part 1	
13	Major Historical Backgrounds of the problems	
14	Pakistan Foreign Policy- Salient features-Part 1	
15	Pakistan’s Foreign Policy In The Light Of Quaid-e-Azam’s Words	
16	Final Examination	

77. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

78. Grading Policy	
‘A’ Grade	88 and above
‘B+’ Grade	81-87
‘B’ Grade	74-80
‘C+’ Grade	67-73
‘C’ Grade	60-66
‘F’ Grade	Below 60

80. Text Book(s)

3. A comprehensive Book of Pakistan Studies”, by M. Ikram Rabbani, the Caravan Book House, Lahore. (Latest Edition).
4. “A text book of Pakistan Studies”, by Shiekh Muhammad Rafique, Lahore. (Latest Edition).

81. Reference Books & Learning Material

1. In addition, the teacher may prescribe any additional reading material.
2. Pakistan Year Book- by Government of Pakistan, Islamabad. (Latest Edition).

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Course Outline

1. Course Code and General Information

Course Code	HUM 231
Course Title	Communication Skills
Credit Hours	03
Pre-requisite	Functional English
Program	BBA
Semester	Fall 2021

2. Instructor and contact information

Faculty Name	
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4. Course Description

The course focuses on developing advanced communicative skills which prepares students for real life context beyond the classroom. The course works on refining students’ critical skills whilst providing opportunities for expressing ideas and opinions both through written and oral communication. Students

3. Program Learning Outcomes

Knowledge

PLO 1: Explain core concepts in business and related disciplines

Teambuilding

PLO 2: Demonstrate interpersonal and intrapersonal skills in groups and teams

Critical Thinking and Decision Making

PLO 3: Analyze business and related problems and formulate optimal solutions

Communication

PLO 4: Communicate through oral and written means by using appropriate technology

Entrepreneurship and Leadership

PLO 5: Identify and implement business opportunities and ideas

Ethics and Social Responsibility

PLO 6: Exhibit work ethics and promote sustainable development goals

through different modules will learn to analyze what the audience requires, the purpose of communication and planning their work. Effective oral communication is one of the core goals of the course that is achieved through group discussions, individual presentations and mock interviews. Professional writing skills will be developed through practice of writing letters, emails and memos.

5. Course Learning Outcomes (CLO)

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

CLO1	understand the process, types and role of communication in professional life.
CLO2	apply the writing process and 7Cs of communication.
CLO3	write effective positive and routine messages.
CLO4	write effective negative and persuasive messages.
CLO5	communicate effectively during the job search process

6. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO1.1	Students will be able to understand the process, types and barriers to communication.	Lecture Reading Assignments	Quizzes
2	Teambuilding		
-	-	-	-
3	Critical Thinking and Decision Making		

CLO3.1	Students will be able to apply the writing process and 7Cs of communication.	Lecture Reading Assignments Group Discussion	Examination Quizzes
4	Communication Skills		
CLO4.1	Students will be able to write effective positive and routine messages.	Lecture Reading Assignments Writing tasks	Quizzes
CLO4.2	Students will be able to write effective negative and persuasive messages.	Lecture Reading Assignments Writing tasks	Examination Quizzes
CLO4.3	Students will be able to communicate effectively during the job search process.	Lecture Reading Assignments Writing tasks	Examination Quizzes
5	Entrepreneurship and Leadership		
-	-	-	-
6	Ethics and Social Responsibility		

7. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 4
3	CLO 3	PLO 4
4	CLO 4	PLO 4
5	CLO 5	PLO 4

8. Course Contents		
Session	Topic	Recommended Readings
1	Unit 1.1 Introduction to Communication Skills Unit 1.2 Types of Communication Unit 1.3 The Communication Process Unit 1.4 Audience Centered Approach	Chapter 1, page 2 of Thill, J. V., & Bovée, C. L. (2013). Excellence in business communication. Prentice-Hall, Inc. Part 1, page 2 of Bovée, C. L., Thill, J. V., & Raina, R. L. (2016). Business communication today. Pearson Education India. Unit 1, page 2 Guffey, M. E., & Loewy, D. (2016). Essentials of business communication. Cengage Learning.

2	Unit 2.1 Verbal Communication Unit 2.2 Non-verbal Communication Unit 2.3 Barriers to Communication Unit 2.4 Improving Listening Skills	Study Chapter 1 – Communication in the Digital-Age Workplace (page no. 10 - 14) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016).
3	Unit 3.1 3*3 Writing Process Unit 3.2 Completeness Unit 3.3 Conciseness Unit 3.4 Consideration	Read Chapter 2 of Essentials of Business Communication (10th edition) from page number 38 to 51. Read Chapter 4 of Essentials of Business Communication (10th edition) from page number 91 to 101.
4	Unit 4.1 Clarity Unit 4.2 Courtesy Unit 4.3 Concreteness Unit 4.4 Correctness	Read Chapter 6 of Excellence in Business Communication (10th edition) from page number 153 to 167.
5	Unit 5.1 Emails Unit 5.2 Letters Unit 5.3 Interoffice Memos	Read chapter five “Short Workplace Messages and Digital Media” from the book Excellence in Business Communication by Thill & Bovee, 2013, pages 120-139.
6	Unit 6.1 Structuring Presentations Effectively Unit 6.2 Giving Interesting Introductions & Proper Conclusion Unit 6.3 Designing Effective PowerPoint Presentations Unit 6.4 Body Language for successful Presenters	Read pg. 76 to 106 of The complete Presentations Handbook by Sudy Suzon.
7	POSITIVE AND ROUTINE MESSAGES Unit 7.1 Introduction & Strategy Unit 7.2 Routine Requests for Information/Claims Unit 7.3 Granting Claims - Requesting & Replying References	Chapter 8 (Thill & Bovee, 2013) Writing Routine and Positive Messages pages 223- 240
8	Midterm Examination	
9	NEGATIVE NEWS/REFUSALS Unit 9.1 The use of Buffers Unit 9.2 Tactful Reasoning Unit 9.3 Delivering the Bad News Unit 9.4 Positive Close	Writing negative messages Excellence in business communication 10th edition John v. Thill/courtland I. Bovee

10	PERSUASIVE MESSAGES Unit 10.1 Understanding Persuasion. Unit 10.2 What are the effective persuasion techniques? Unit 10.3 Understanding the writing plan for persuasive requests. Unit 10.4 How to plan a sales message?	Study Chapter Eight – Persuasive Messages (pages 226-236) of the recommended textbook - Essentials of Business Communication by Guffey and Lowey (2016).
11	REPORT WRITING Unit 11.1 Reports Unit 11.2 Types of Reports Unit 11.3 Justification/ Recommendation Report Unit 11.4 Progress Report	Study Chapter 9 – Informal Reports (pages 264 - 288) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016)
12	MEETING Unit 12.1 Meeting Etiquettes Unit 12.2 Writing Meeting Notice Unit 12.3 Writing Meeting Agenda Unit 12.4 Writing Minutes of the Meeting	Chapter 11 “Professionalism, Teamwork, Meetings and Speaking Skills” on page 368 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
13	Unit 13.1 Resume Writing Unit 13.2 Tips for Resume Writing Unit 13.3 Types of Resume Unit 13.4 Format of Resume	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
14	Unit 14.1. What is a cover letter? Unit 14.2 Types of cover letter Unit 14.3 Writing effective cover letters?	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
15	Employment Interviews Unit 15.1 Types of Interviews Unit 15.2 Preparing for the Interview Unit 15.3 Answering traditional and difficult questions	Chapter 14 “Interviewing and Follow-up” on page 447 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
	Unit 15.4 Dos & Don'ts of Interviewing	
16	Final Examination	

9. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
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1	Quizzes	3, 5, 12	25%
2	Midterm Examination	8	25%
3	Assignments	4, 14	10 %
4	Final Examination	16	40%

10. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book(s)
<ol style="list-style-type: none"> 1. Guffey, M. E., & Lowey, D. (2016). <i>Essentials of Business Communication (10th ed.)</i>. Boston: Cengage Learning. 2. Bovée, C. L., & Thill, J.V. (2020). <i>Business Communication Today (11/ed.)</i>. Pearson Education India.

13. Reference Books & Learning Material
<ul style="list-style-type: none"> • Andrea, P. V. (2017). <i>Technical English (9th ed.)</i>. Boston: Wadsworth Cengage Learning. • Bordia, Sarbari & Crossman, Joanna & Bretag, Tracey & University of South Australia (2008). <i>Managing communication in business</i>. McGraw-Hill Australia, North Ryde, N.S.W. • Gerson, S. J., & Gerson, S. M. (2014). <i>Technical communication: Process and product (Vol. 83)</i>. Pearson. • Kramer, E. (2012). <i>Active interviewing: Branding, selling and presenting yourself to win your next job</i>. Boston: Cengage Learning. • Riordan, D. (2014). <i>Technical report writing (10th ed.)</i>. Boston: Cengage Learning.

15. Code of Conduct
<ul style="list-style-type: none"> • Follow the University attendance policy. • Observe the class schedule. • Keep cell phone off during the class. • Submit assignments as per requirements. • Maintain a disciplined, and respectful attitude towards the teacher and fellow students. Abstain from any form of plagiarism

Faculty of Business Administration
Course Outline

82. Course Code and General Information	
Course Code	HUM12102-11
Course Title	Academic & Professional Writing
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2

83. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

84. Program Learning Outcomes
<p><u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment</p> <p><u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment</p> <p><u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology</p> <p><u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment</p> <p><u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals</p>

85. Course Description
<p>The course aims to initiate students into the world of academic and professional writing. It focuses on the fundamentals of academic writing with the goal of improving academic language skills which is an essential feature of a successful academic career. It elaborates writing as a multistage process which requires planning and structuring. It emphasizes proper vocabulary, academic expressions, citation methodology and avoidance of plagiarism. It aims to develop analytical skills and critical approaches that are required for conducting research. The course will also familiarize students with the key forms of professional writing including letters, emails, reports, memos and resumes and offer them ample opportunities to hone their professional writing skills through regular practice.</p>

86. Course Objectives

15. Comprehend the purpose and genres of academic writing.
16. Apply the academic writing style in their writing.
17. Write well-structured paragraphs & essays.
18. Avoid plagiarism by paraphrasing and summarizing.
19. Use APA documentation style effectively in their writing.

87. Course Learning Outcomes (CLO)

8. Explain the purpose, genres and characteristics of Academic Writing.
9. Write well-structured paragraphs & essays using academic style.
10. Develop academic vocabulary and read texts critically.
11. Identify plagiarism and avoid it through paraphrasing and referencing.
12. Use APA citation style accurately in their writing.

88. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Explain the purpose, genres and characteristics of Academic Writing	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO1.2	Write well-structured paragraphs & essays using academic style.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
2	Leadership Skills		
-	-	-	-
3	Communication Skills		
-	Develop academic vocabulary and read texts critically	-	-
4	Experiential Learning		
CLO4.1	Identify plagiarism and avoid it through paraphrasing and referencing	Lecture Reading Assignments Case Studies Group Discussion	Project
5	Ethics and Values		
CLO5.1	Use APA citation style accurately in their writing.		Examination Quizzes Presentation

89. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1

2	CLO 1.2	PLO 1
3	CLO 4.1	PLO 4
4	CLO 5.1	PLO 5

90. Course Contents

Session	Topic	Recommended Readings
1	Understanding Academic Writing	Bailey, S. Academic Writing: A Handbook for International Students. London and New York: Routledge, 2015.
2	Critical Reading	Langan, J. College Writing Skills with Readings. New York: McGraw Hill, 2014.
3	Academic Vocabulary	Guffey, M. E. and Lowey, D. Essentials of Business Communication. Boston, MA: Cengage Learning, 2016.
4	Writing Process	Crene, P. and M. Lea. Writing at University: A guide for students. Open University Press, 2008.
5	Rhetorical Strategies in Paragraphs	Oshima, A. and Hogue, A. Writing Academic English. Addison-Wesley, New York, 2005.
6	Writing an Argument	Swales, J. and C. Feak. Academic Writing for Graduate Students: Essential Skills and Tasks. Michigan University Press, 2012.
7	Using Sources	Writing for Success. University of Minnesota Libraries Publishing, 2015 http://open.lib.umn.edu/writingforsuccess .
8	Mid Term	
9	Documentation	<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008. http://owl.english.purdue.edu .
10	Professional Writing	Read Write Think. http://www.readwritethink.org .
11	Positive Messages	Writing Commons. http://writingcommons.org .
12	Negative Messages	
13	Persuasive Messages	
14	Report Writing	
15	Resumes & Cover Letters	
16	Final Examination	

91. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

92. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

94. Text Book(s)

Swales, J. and C. Feak. Academic Writing for Graduate Students: Essential Skills and Tasks. Michigan University Press, 2012.
 Writing for Success. University of Minnesota Libraries Publishing, 2015
<http://open.lib.umn.edu/writingforsuccess>.

95. Reference Books & Learning Material

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. <http://owl.english.purdue.edu>.
 Read Write Think. <http://www.readwritethink.org>.
 Writing Commons. <http://writingcommons.org>.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Course Outline: Media, Culture, and Society

Course Code: AHT231

Course Description

This course explores the intricate relationships between culture, media, and society, examining how media influences cultural norms, social structures, and individual identities. Through critical analysis and discussions, students will gain insights into the role of media in shaping public opinion, cultural practices, and societal values in a globalized world. The course highlights both theoretical and practical perspectives, encouraging students to analyze media representations and their impacts on society.

Course Objectives

1. To develop an understanding of the interaction between culture, media, and society.
2. To critically evaluate the role of media in shaping cultural identities and societal norms.
3. To explore the impact of global media trends on local cultures and societies.
4. To foster analytical skills to interpret media content and its implications for society.
5. To examine ethical considerations and power dynamics within media systems.

Learning Outcomes

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

1. Analyze the influence of media on cultural and societal dynamics.
2. Critique media representations and their implications for identity and power.
3. Evaluate global and local media practices through a cultural lens.
4. Demonstrate understanding of key theories in media and cultural studies.
5. Propose solutions to address ethical issues in media communication.

Topics		
1. Introduction to Culture, Media, and Society - Definitions and interrelations - Historical context of media and cultural evolution - Overview of media forms and societal roles		
2. Theories of Media and Culture - Media as a cultural force - Key theories (Critical Theory, Cultural Studies, Uses and Gratifications) - Application of theories to contemporary media		
3. Media Representations and Identity - Gender, race, and class in media - Media framing and identity construction - Representation vs. misrepresentation in popular media		
4. Social Media and Society - Evolution of social media platforms - Impact on personal identity and societal relationships - Trends and challenges of influencer culture		
5. Globalization and Media - Media flows and cultural imperialism - Local adaptations of global media - Role of media in promoting cross-cultural understanding		
6. Media and Power Dynamics - Media ownership and control - Gatekeeping, agenda-setting, and framing - Case studies on media's influence on policy and public opinion		
7. Analyzing Media Content: Tools and Techniques - Approaches to media content analysis - Semiotics and discourse analysis in media studies - Hands-on activity: Analyzing a news segment or advertisement		
8. Media Ethics and Responsibilities - Principles of ethical media production - Ethical dilemmas in media (e.g., privacy vs. public interest) - Strategies to counter fake news and misinformation		
9. Social Media Ethics and Challenges - Issues of data privacy and surveillance - The psychology of online behavior (trolling, cancel culture) - Ethical practices for content creation and sharing		

10. Media, Politics, and Public Opinion - Political campaigns and media strategies - Role of media in shaping democratic processes - Propaganda techniques and their societal impact		
11. Media and Cultural Diversity - Representation of minorities and marginalized groups - Media as a tool for promoting cultural diversity - Challenges of cultural homogenization		
12. Advertising, Consumerism, and Society - The cultural impact of advertising campaigns - Analyzing the psychology behind media consumption - Ethical considerations in advertising practices		
13. Media Literacy and Critical Thinking - Developing skills for critical media analysis - Identifying biases in news and entertainment - Practical activity: Evaluating credibility of online content		
14. Media Technologies and Innovations - Impact of technological advancements on media consumption - The future of media (AI, VR, AR) - Case study: The rise of streaming platforms		
15. Media in Pakistan: Trends and Ethics - Evolution and challenges of media in Pakistan - Ethical considerations in Pakistani media practices - Student presentations on media analysis projects		

Recommended and Reference Textbooks

Recommended Texts:

1. Campbell, R., Martin, C. R., & Fabos, B. (2021). Media and Culture: An Introduction to Mass Communication. Bedford/St. Martin's.
2. Kellner, D. (2011). Media Culture: Cultural Studies, Identity and Politics Between the Modern and the Postmodern. Routledge.
3. McQuail, D. (2010). McQuail's Mass Communication Theory. Sage Publications.
4. Hall, S. (1997). Representation: Cultural Representations and Signifying Practices. Sage Publications.
5. Castells, M. (2009). Communication Power. Oxford University Press.

Assessment Methods

1. Assignments (15%)
2. Quizzes (10%)
3. Class Project (10%)
4. Midterm Exam (25%)
5. Final Project (40%)

Course Title: Professional Ethics and Morality
Course Code: SSC251

Course Description

This course explores the principles and concepts of ethics and morality as they relate to personal, professional, and societal contexts. Students will analyze ethical theories, moral reasoning, and real-world case studies to understand how ethical decision-making impacts individuals and organizations. The course aims to cultivate ethical awareness, critical thinking, and the ability to navigate moral dilemmas in professional settings.

Course Objectives

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

1. Understand and differentiate between ethics and morality in personal and professional contexts.
2. Analyze key ethical theories and their application to real-world issues.
3. Develop moral reasoning skills to approach ethical dilemmas effectively.
4. Evaluate the role of ethics in professional conduct and organizational behavior.
5. Explore the ethical responsibilities of individuals within diverse cultural and societal frameworks.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate a foundational understanding of ethical theories and concepts.
2. Apply ethical reasoning to evaluate and resolve complex moral dilemmas.
3. Recognize the ethical implications of decisions in professional and societal contexts.
4. Exhibit a heightened sense of moral responsibility and ethical awareness.
5. Communicate ethical viewpoints clearly and effectively in discussions and written assignments.

S#	Topics	
1	Introduction to Ethics and Morality: Definitions and Scope	
2	Overview of Ethical Theories: Utilitarianism, Deontology, Virtue Ethics	
3	Moral Reasoning: Concepts and Applications	
4	Personal Values and Ethical Decision-Making	
5	Professional Ethics: Standards and Codes of Conduct	
6	Corporate Social Responsibility and Ethical Leadership	
7	Ethical Issues in Technology and Social Media	
8	Environmental Ethics and Sustainability	
9	Cultural and Global Perspectives on Ethics	

10	Ethical Challenges in Business Practices	
11	The Role of Integrity and Accountability in Professional Life	
12	Conflict of Interest and Whistleblowing: Case Studies	
13	Gender, Diversity, and Ethics in the Workplace	
14	Ethical Implications of Artificial Intelligence and Emerging Technologies	
15	Project Presentation	

Recommended Textbooks

1. "Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life" by Ronald A. Howard and Clinton D. Korver.
2. "Moral Philosophy: A Contemporary Introduction" by Daniel R. DeNicola.
3. "Business Ethics: Ethical Decision Making and Cases" by O.C. Ferrell, John Fraedrich, and Linda Ferrell.
4. "The Fundamentals of Ethics" by Russ Shafer-Landau.
5. "Ethics and the Conduct of Business" by John R. Boatright and Jeffrey D. Smith.
6. "Justice: What's the Right Thing to Do?" by Michael J. Sandel.

Course Outline

96. Course Code and General Information	
Course Code	
Course Title	ETHICS & CORPORATE SOCIAL RESPONSIBILITY
Credit Hours	03
Pre-requisite	-
Program	
Semester	3
97. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
98. Program Learning Outcomes	
<p><u>Knowledge</u> PLO1: Our students will be able to apply knowledge of all the functional areas of business and related areas, consequently building a broader knowledge base.</p> <p><u>Team building</u> PLO2: Our students will be able to build and sustain high-performing teams with a variety of individual talents and skills to increase the overall organizational success.</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Our students will be able to demonstrate problem-solving and decision making skills using integrated knowledge across business and other disciplines.</p> <p><u>Communication Skills</u> PLO4: Our students will be able to communicate professionally, both orally and in writing by using technology.</p> <p><u>Entrepreneurship and Leadership</u> PLO 5: Our students will be able to become entrepreneurs, generate creative and innovative solutions to business problems.</p> <p><u>Ethics and Values</u> PLO6: Our students will be able to promote work ethics in business organizations and aspire to add value to society.</p>	

99. Course Description
<p>This course is designed to enable students to understand the key concepts relating to business ethics and social responsibility and the implications of these concepts in diverse environments. Topics covered include: main concepts of ethics and social responsibility; moral philosophy; responsibilities of senior management; social obligation and social contract; cross-cultural issues and ethical dilemmas.</p>

Content

1. Business ethics and social responsibility

- What is business ethics?
- Why is business ethics important?
- Globalisation: a key context for business ethics?
- Sustainability: a key goal for business ethics?

2. Ethical business frameworks

- Defining a corporation
- Corporate social responsibility
- Stakeholder theory of the firm
- Corporate citizenship – the firm as a political actor

3. The theory of ethics

- Introduction and the role of ethical theory
- Normative ethical theories
- Western modernist ethical theories
- Alternative perspectives on ethical theory
- Towards a pragmatic use of ethical theory

4. Managing business ethics

- What is business ethics management?
- Setting standards of ethical behaviour: codes of ethics
- Managing stakeholder relations
- Assessing ethical performance
- Organising for business ethics management

5. Business ethics and social responsibility: the role of shareholders

- Introduction: the importance of shareholders as stakeholders
- Shareholders as stakeholders: the importance of corporate governance
- Ethical issues in corporate governance
- Shareholders and globalisation
- Shareholders as corporate citizens
- Shareholders and sustainability

6. Business ethics and social responsibility: the role of employees

- Employees as stakeholders
- Ethical issues in firm-employee relations
- The ethical challenge of globalisation
- The corporate citizen and employee relations
- Towards sustainable employment

7. Business ethics and social responsibility: the role of consumers

- Consumers as stakeholders
- Ethical issues, marketing and the consumer
- Globalisation and consumers
- Consumers and corporate citizenship
- Sustainable consumption

8. Business ethics and social responsibility: the role of suppliers and competitors

- Suppliers and competitors as stakeholders
- Ethical issues and suppliers
- Ethical issues and competitors
- Globalisation – suppliers and competitors
- The corporate citizen in business-to-business relationships
- Sustainability and business relationships

9. Business ethics and social responsibility: civil society and business ethics

- Civil society organisations as stakeholders
- Ethical issues and CSOs
- Globalisation and civil society organisations
- Corporate citizenship and civil society
- Civil society, business, and sustainability

10. Business ethics and social responsibility: government, regulation and business ethics

- Government as a stakeholder
- Ethical issues in relations between business and government
- Globalisation and business-government relations
- Corporate citizenship and regulation – the role of business
- Governments, business, and sustainability

Assessment

Assessment item	Brief description	Weighting	Due date	Related learning outcomes
Quizzes	Multiple choice questions with immediate feedback on VLE	10%	N/A	LO1-LO6
Assignments / Activity				
Comprehensive Tests				
Final Exam				

Presentation

Presentation slides accompanying the final assignment

Weightage:

Students should create a coherent set of 5 slides which presents any one of your reflections. Note that IU will provide a PowerPoint template to guide your presentation. The slides provide a basis for your oral presentation to your classmates. Imagine the audience is interested in finding out about your reflections. Hence, the slides should explain your reflective process to your classmates.

Presentation slides instructions

You are required to prepare a set of 5 presentation slides which provide a coherent overview of any one of your four reflective entries and should contain no additional information. Aim for a professional set of slides. Imagine the audience for your presentation is your classmates who are interested in your experiences and want to find out more about your reflections.

The presentation slides are a separate deliverable (separate from the final assignment report) and should be able to stand alone.

Please use the IU PowerPoint template only. No other format will be accepted.

Look-and-feel of the presentation slides

In order to ensure good communication throughout the slides:

- Keep things simple. Slides should not be unnecessarily complicated or busy.
- Avoid text (or bullet-point) overload. Slides are meant to support a speaker and supplement a written document (in this case, the final assignment report). The detail can be found in this document; the slides provide a summary of the main points.
- Limit animation on each slide. The audience does not need to be dazzled by special effects; it is the content that should be the star of the slides.
- Use high quality, appropriate graphics (only where relevant). Graphics / tables / images should not be included in order to impress the audience but should only be used if relevant and if they enhance the story told in the slides.
- Aim for a consistent, professional theme (colour scheme, font, etc.) for the slides.
- Keep your slides interesting and engaging. Remember that you have to get a message across to the audience and that means you need to engage the audience (without unnecessary graphics or distracting animation).

Content of the presentation slides accompanying the final assignment

In order to ensure appropriate content, refer to your final assignment and note the main headings. Hence, it is likely that your set of slides will include:

- Title slide (with final assignment title, your name, date). In this slide introduce yourself, the situation and your reflection to your classmates.
- Contents / overview / agenda. You need to give the audience a sense of what you are including in the presentation – set the scene! Provide background of the situation that lead to the reflection.
- Purpose of the pitch. Provide a statement of the reflection's purpose.
- Significance. Explain why the reflection is important for you and your development as a leader.
- Conclusion. Provide a conclusion to the presentation which includes a summation of the reflection to your classmates.

The focus of the slides accompanying the final assignment report should convince the audience that your reflective process has allowed you to develop as a leader.

At all times, remember that there is no reason to overwhelm the audience with detail. After all, the audience can read the final assignment report and/or can ask questions if they want to know more.

Exam

There is a two and a half hour written exam at the end of this subject. Iqra's exams are designed in such a way that all questions are compulsory and there is no element of choice.

Remember to always read the instructions carefully before starting the exam.

All students, unless otherwise stated, must sit in their exams halls till completion of the time.

Academic integrity: avoiding plagiarism, collusion and other issues

It is important to adhere to high standards of academic integrity. Academic integrity refers to ethical, honest and responsible conduct in writing and reporting. Breaches of academic integrity include:

- Plagiarism – submitting another person’s words or ideas as your own without appropriate acknowledgement and referencing.
- Collusion – submitting work as if it is one’s own when in reality it has been completed with others, including assisting or being assisted by another; receiving or giving assignment details to another; or publishing one’s work.
- Contract writing (Ghost Writing) – submitting work that has been contracted out to others to complete on one’s behalf. This is a form of collusion.
- Fabrication – submitting work with results or data that do not exist and that have been made up.
- Double submission – submitting substantially the same piece of work for more than one subject unless agreed upon with the facilitators of the different subjects

Please note that IU checks assignments for plagiarism (using advanced text-matching software) and for other academic misconduct. IU penalizes work and/or people found to have been in breach of academic integrity.

Background information

Learning materials

All of your materials and activities are provided online and are designed to lead you through the learning process for this subject.

Planning your subject study

Iqra has a four month semester model of study. In every study month there are some key dates which are outlined in the assessment table above. You need to plan out regular study times – and stick to them. Plan out your study times and periods with the key dates. You can do this by first allocating time for living and working activities (ensure you plan enough sleep, rest and relaxation) – and then allocating your time for study periods. In addition you should:

- Plan how you will study for the exam.

- Identify your time ‘wasters’ and have strategies in place to manage them. For instance, if you procrastinate, make sure you stick to study times, get started, and ‘divide’ the work into manageable pieces.

- Be disciplined. Stick to your plan and be realistic about what you can achieve.

The study planner below is provided as an example and it should be used as guidance only.

Subject week*	Suggested progress
4 weeks prior to subject start date	Review Subject Outline for details on your textbook. If possible, obtain your textbook four weeks prior to the subject start date.
Month 1 subject starts	Familiarize yourself with assessment tasks. Plan your assignment. Plan your learning over the next four weeks. For example, for a 10 topic subject, study topics 1–3 in the first month.
Month 2	Study topics 4–6. Work on your assignment.
Month 3	Study topics 7–10. Finalize your assignment and submit by the due date.
Month 4	Revise all topics, practice exam techniques

Student feedback on subject

As part of our commitment at IU to improve the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. Your Iqra end of Subject Survey is a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. You will get an option to give feedback on IULMS. We value your feedback and ask that you to provide considered feedback for each of your subjects.

Appendix 1 - Marking Rubric for Reflective practice assignment

Key Components	A Grade 88 % - 100 %	B+ Grade 81 % - 87 %	B Grade 74 % - 81 %	C+ Grade 67 % - 74 %	C Grade 60%-66%	F Grade Fail <60%	Weight	
Understanding of course content that is used as the basis for reflection	The student has demonstrated a broad conceptual understanding of the concepts of leadership and has used the concepts as the basis of the reflection.	The student has demonstrated a good conceptual understanding of the concepts of leadership and has used the concepts as the basis of the reflection.	The student has demonstrated the ability to describe the main elements of the concepts of leadership and has also attempted use the concepts as the basis of the reflection.	The student has demonstrated a basic understanding of the concepts of leadership. The student has made some attempt to use the subject concepts as the basis of the reflection.	The student has just barely fulfilled the minimum requirements of using course concepts in the assignment as the basis of the reflection.	The student has demonstrated no understanding of the concepts of leadership. The student has made no attempt to use the concepts as the basis of the reflection.	20	
Extent to which entry contains reflective writing	All entries provided by the student consist of predominantly reflective writing.	All entries provided by the student consist of reflective elements.	All entries provided by the student consist of some reflective writing.	The entries are mainly descriptive and have very little reflection.	The entries barely fulfil the minimum requirements for reflective writing.	The entries do not have any elements of reflective writing.	20	
Depth of reflection and extent to which reflection is directed towards a purpose	The entries provided by the student consistently apply an in depth critical reflection. The reflection has a clear outcome and is directed towards a purpose.	The entries provided by the student are more of a dialogic reflection than an in depth critical reflection. The reflections are stepping back from events, taking stock and are directed towards a purpose.	The entries provided by the student are primarily a descriptive reflection. The entries are descriptive in nature and lack depth, though there may be descriptive elements.	The entries provided by the student are primarily descriptive and lack depth. The student is attempting to direct towards a purpose but by only conveying information.	The entries provided barely fulfil the minimum requirements for depth of reflection and the extent to which the reflection is directed towards a purpose.	The entries provided lack a depth of reflection and are not directed towards a purpose.	20	
Extent to which personal experience is incorporated in responses	The entries have personal experience incorporated which	The entries have personal experience incorporated and the	The entries have personal experience incorporated which	The entries have personal experience incorporated which only	The reflective entries barely fulfil the minimum	The reflective entries have no personal experience incorporated	10	

	reflect and review personal change.	personal values influence the reflection.	describes the personal values of the student.	describes personal events.	requirements of incorporating personal experience.	d.		
Referencing	The student has adhered to Author date referencing conventions. The student has used appropriate number of quality references. The student has acknowledged sources of facts correctly.	The student has adhered to Author date referencing conventions. The student has used appropriate number of references. The student has acknowledged sources of facts appropriately.	The student has adhered to Author date referencing conventions with minor errors. The student has used appropriate number of references. The student has acknowledged sources of facts, but not in all cases.	The student has adhered to Author date referencing conventions with major errors. The student has used appropriate number of references but they lack academic quality. The student has acknowledged sources of facts, but not in all cases.	The student has not adhered to Author date referencing conventions. The student has not used appropriate number of quality references. The student has not acknowledged sources of facts appropriately.	The student has not adhered to Author date referencing conventions. The student has not used any references. The student has not used any in text citations.	10	
Communication and presentation style	Highly developed communication and presentation skills	Well-developed communication and presentation skills	Good communication and presentation skills.	The assignment was presented with a basic structure and presentation. The referencing style had no major issues. The communication skills were adequate.	The assignment did not conform to the AIB Style guide for presentation, referencing, communication, style and language.	The assignment was not of a professional standard. The requirements laid out in the AIB style guide were not followed.	20	
Total							100	

Appendix 2 - Assessment Grading Criteria – Oral presentation

Pitch/Audience engagement (marks out of 5)	Presentation (marks out of 5) Weighting varies between criteria
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Weighting varies between criteria	
<ul style="list-style-type: none"> • Pitched appropriately to your classmates. • Concisely conveyed a clear summation of the written assignment report. It can include a brief overview of: <ul style="list-style-type: none"> ○ The situation ○ Statement of reflection's purpose ○ Role of reflection in the development of your leadership. • Presented a connected and engaging message of the reflection. 	<ul style="list-style-type: none"> • Slides are not complicated, busy or overwhelming with details. • Made appropriate use of graphics, tables, amount of text, etc. • Adhered to conventions of English language and grammar, pauses, timing, etc. • Used consistent, professional theme (colour scheme, font, etc.) • Completed within time limit of 3–5 minutes

Faculty of Business Administration

Course Outline

100. Course Code and General Information	
Course Code	HUM 233-11
Course Title	Philosophy & Critical Thinking
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	3

101. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

102. Program Learning Outcomes	
<p><u>Knowledge</u> PLO1: Our students will be able to apply knowledge of all the functional areas of business and related areas, consequently building a broader knowledge base.</p> <p><u>Team building</u> PLO2: Our students will be able to build and sustain high-performing teams with a variety of individual talents and skills to increase the overall organizational success.</p> <p><u>Critical Thinking and Decision Making</u> PLO3: Our students will be able to demonstrate problem-solving and decision making skills using integrated knowledge across business and other disciplines.</p> <p><u>Communication Skills</u> PLO4: Our students will be able to communicate professionally, both orally and in writing by using technology.</p> <p><u>Entrepreneurship and Leadership</u> PLO 5: Our students will be able to become entrepreneurs, generate creative and innovative solutions to business problems.</p> <p><u>Ethics and Values</u> PLO6: Our students will be able to promote work ethics in business organizations and aspire to add value to society.</p>	

103. Course Description	
<p>This course seeks to explore and answer fundamental questions of human life such as Is our universe real? Am I simply a body or spirit? How do I know what I know? Can we know anything with certainty? Am I master of my fate? What is meant to be good human being? etc. This course provides students with an opportunity to learn the most thoughtful answers given by well-known Philosophers to these primary questions as well as enables them examine their own views on these issues. Students will learn to critically analyze and evaluate various philosophical thoughts and their implications. It will also enable them to rationally justify their own views. This course will also develop critical thinking skills which</p>	

will prove very essential in the pursuit of any career the students choose for themselves.

104. Course Objectives

1. Examine critically philosophical issues concerning the nature of reality, human experience, knowledge, value
2. Reconstruct and debate these foundational issues in the philosophical tradition
3. Foster the culture of rational enquiry and respectful dialogue

105. Course Learning Outcomes (CLO)

1. Develop the understanding of the problems or questions central to philosophy, and keys ideas of major Western philosophers
2. Critically compare various theories & arguments evaluating their strengths and weaknesses
3. Articulate and defend their own views on philosophical issues with reasoning
4. Develop critical thinking skills
5. Develop tolerance and respect towards intellectual diversity by engaging in dialogues

106. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO 1.1	Define & explain key ideas of philosophers included in the course	Interactive lecture Student centred discussion Enquiry based learning	Quiz
CLO 1.2	Identify and elaborate the issues/ problems central to philosophy	Interactive lecture Student centred discussion	Quiz
2	Team Building		
3	Critical Thinking and Decision Making		
CLO 4.1	Identify and analyze the stages of critical thinking, and apply the critical thinking model in examining a given case/ issue	Interactive Lecture Case method Group Discussion Inquiry based learning	Quiz Case Study
CLO 2.1	Compare & evaluate arguments extended by various thinkers	Interactive Lecture Flipped class room Group Discussion	Quiz Discussion
CLO 3.1	Form arguments to support their position on various philosophical issues	Interactive Lecture Debate Student centred	Quiz Debate

		discussion	
CLO 4.2	Recognize and evaluate the arguments and identify the fallacies committed in arguments	Interactive Lecture Student centred discussion	Quiz
4	Communication Skills		
CLO 3.2	Articulate, verbally as well in written, and defend their own views on philosophical issues	Student centered discussion Project based learning	Philosophical Essay/ Essay Questions Debate
CLO 3.3	Present the critical analysis of arguments/ theory of various philosophers	Student centered discussion Flipped classroom Inquiry based learning	Presentations Discussion
5	Entrepreneurship and Leadership		
6	Ethics and Values		
CLO 5.1	Engaged in respectful dialogue by expressing disagreements rationally & respectfully	Student centered discussion Inquiry based learning Debate	Debate Discussion
CLO 5.2	Appreciate intellectual diversity by sharing strength as well as weakness of arguments given by opponent	Student centered discussion Inquiry based learning Debate	Debate Discussion

107. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 CLO 1.2	PLO 1
2		PLO 2
3	CLO 2.1 CLO 3.1 CLO 4.1 CLO 4.2	PLO 3
4	CLO 3.2 CLO 3.3	PLO 4
5	-	PLO 5

6	CLO 5.1 CLO 5.2	PLO 6
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108. Course Contents		
Session	Topic	Recommended Readings
1	Introduction to Philosophy <ul style="list-style-type: none"> What is Philosophy? Why Philosophy Matters? Branches of Philosophy Division of Historical Eras of Philosophy 	<i>What is Philosophy, anyway?</i> by Tom Morris
2	What Level Thinker are you? <ul style="list-style-type: none"> Critical Thinking and Its Stages <ul style="list-style-type: none"> ✓ The Unreflective Thinker. ✓ The Challenged Thinker. ✓ The Beginning Thinker. ✓ The Practicing Thinker. ✓ The Advanced Thinker. ✓ The Accomplished Thinker Qualities of Critical Thinker Critical Thinking Model	<i>"The 6 Stages Of Critical Thinking"</i> by Charles Leon
3	What are the Principles of Correct Thinking? <ul style="list-style-type: none"> Structure of an Argument Evaluation of an Argument Types of Argument 	<i>"Basic Training"</i> in Logic: A Brief Introduction by Ronald L. Hall, Stetson University
4	Common Fallacies of Reasoning <ul style="list-style-type: none"> Fallacies of Relevance Fallacies of Defective Induction Fallacies of Presumption Fallacies of Ambiguity 	<i>"Logic and Logical Fallacies"</i> by Steve Miller and Cherie K. Miller
5	Does life has a Meaning/ Purpose? <ul style="list-style-type: none"> The Theistic Response To Meaning Meaning And Human Progress The Nihilist Rejection Of Meaning Meaning As A Self-Chosen Commitment 	<i>"What Does the Question Mean?"</i> By Manuel Velasquez
6	What is Reality? <ul style="list-style-type: none"> Materialism: Reality as 	<i>"Allegory of Cave"</i> by Plato

	<p>Matter</p> <ul style="list-style-type: none"> • Idealism: Reality as Non-Matter 	
7	<p>How do we know what we know?</p> <ul style="list-style-type: none"> • Common Sense Realism • Rationalism • Empiricism • Scientism 	<i>“Appearance & Reality”</i> by Nigel
8	Midterm Examination	
9	<p>What is human nature?</p> <ul style="list-style-type: none"> • The Rationalist Version of the Traditional Western View of Human Nature • The Judeo- Cristian Version • The Darwinian Challenge 	<i>Kanzi, the Rational Chimpanzee?</i>
10	<p>What is human nature?</p> <ul style="list-style-type: none"> • The Dualistic View • The Materialistic View • The Mind/Brain Identity • The Behaviorist View 	<i>“The Mind–Body Problem”</i> by Searle
11	<p>Are We Master of Our Fate?</p> <ul style="list-style-type: none"> • Free Will and Good Life • Determinism a Challenge to Morality • Determinism VS. Indeterminism • Compatibilism 	Case Study of Robert Harris
12	<p>Does Beauty Lie in the Eyes of Beholder?</p> <ul style="list-style-type: none"> • What is Beauty? • What is Art? • What is/should be the purpose of Art? 	<i>“Art”</i> by Nigel
13	<p>What are the Rational Arguments for the Existence of God?</p> <ul style="list-style-type: none"> • The Design Argument • The Cosmological Argument • The Ontological Argument • The Pragmatic Argument • Problem of Evil 	<i>“God”</i> by Nigel
14	<p>Brief Introduction to Philosophical Trends of 21st Century</p> <ul style="list-style-type: none"> • Existentialism 	<i>“Existentialism”</i> by Manuel

15	Brief Introduction to Philosophical Trends of 21st Century <ul style="list-style-type: none"> • Pragmatism • Postmodernism 	“Reality in Pragmatism” by Manuel
16	Final Exams	

109. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	4, 8	15%
2	Assignments	6, 12	15%
3	Presentation/ Debate	13-15	10%
4	Mid-term exams	8	25%
5	Final Exams	16	35%

110. Grading Policy

‘A’ Grade	88 and above
‘B+’ Grade	81-87
‘B’ Grade	74-80
‘C+’ Grade	67-73
‘C’ Grade	60-66
‘F’ Grade	Below 60

111. Text Book(s)

5. No Textbook

112. Reference Books& Learning Material

- *Philosophy, a Text with Readings* by Velasquez, Manuel G. Boston: Cengage Learning (latest edition)
- Warburton, Nigel. 2013. *The Basics*. Oxford: Routledge.
- Solomon, Robert C. 2010. *The big questions: a short introduction to philosophy*. Belmont: Wadsworth, Cengage Learning
- Chaffee, John. 2016. *The Philosopher’s Way: a Text with Readings*. New York: Pearson

14.Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

3. IQRA University Policies

3.1 IU Examination Policy

The IU Examination Policy 2024 typically encompasses various aspects related to the conduct, administration, and evaluation of examinations including, but not limited to, quizzes, mid-term examination, assignments, presentations (individual/group), practical, evaluations of academic industrial projects, lab-based projects, sessional /hourly examination, and the final examination.

This policy comprehensively outlines the following key areas:

- i. Attendance Requirement
- ii. Academic Promotions
- iii. Withdrawal from Course
- iv. Term or Permanent Withdrawal from University
- v. Grading System and Cumulative Grade Point
- vi. Assessment Policy Statement
- vii. Assessment Type
- viii. Examination Rules for Students
- ix. Misconduct & Disciplinary Actions
- x. Make-Up Exam Policy
- xi. Incomplete Grade
- xii. Scrutiny and Recheck Policy for Final Examinations Only
- xiii. Grade Review Appeal Policy
- xiv. Examination Assistance for Students with Special Needs
- xv. Assistant Writer for Exam Candidates

3.1.1 Attendance Requirement

- ii. Attendance in person, at all prescribed and elective lectures and seminars is mandatory. A maximum of 25% absences are allowed in a subject to cater for emergencies, sickness, etc. There is no provision for leaves over the allowance mentioned above. More than 25% of absences in a subject will result in an 'F' grade in that subject. Any student, who fails to comply with the rules, forfeits the right to appear at the examination in the course concerned. Such a situation shall earn the student an 'F' (failure) in the course.

The policy shall be applicable to any student with project-based evaluations or appearing in exams with insufficient attendance.

- iii. The students who join the semester late because of any reason shall be marked absent for the previous classes. In case, more than 25% of

the sessions have been completed by the faculty the student shall earn an 'F' Grade.

- iv. In addition to punctuality and meeting the prescribed attendance requirements, each student is required to actively participate in the class and complete their assignments on time.
- v. Students are required to keep track of their attendance on portal and quickly discuss any anomalies, omissions, or errors in their attendance record with the respective faculty member. Moreover, no exceptions shall be made beyond the specified limit.

3.1.2 Academic Promotions

- i. A minimum GPA of greater than Zero is required in their first semester in order to be eligible for promotion into the next semester.
- ii. If the semester GPA is less than 2.0, the student may be placed in his/her first probation.
- iii. Similarly, if the student continues to obtain less than 2.0 GPA in two consecutive semesters throughout the Degree Program, he/she will be placed on a second academic warning (Probation).
- iv. The student who does not improve his/her GPA to 2.0 after a second academic warning (Probation) may be expelled from the University.

3.1.3 Withdrawal from Course

- i. Students can withdraw from a particular course with the consent of the concerned department.
- ii. Students can withdraw a maximum of 2 courses in one semester. This should be within one week of the announcement of mid-term or 1st hourly results or a maximum of ten weeks from the start of classes. There is no refund of the fee.
- iii. Whenever a student's application to withdraw from the course(s) has been approved and all requirements related to such withdrawal satisfactorily fulfilled, the relevant program authority shall inform the examinations and forward the original/digital copy of the same document to the student's personal file. Also "W" grade will be mentioned on the transcript.
- iv. Withdrawal from courses will not be allowed if a student's absences exceeded the permitted limit of 25%.

3.1.4 Term or Permanent Withdrawal from University

- i. A student who intends to permanently withdraw from his/her program must formally request a leave of absence from the Faculty (or the concerned Department). The Head of Faculty (or the concerned Department) and the Registrar's office, both must approve the leave application.

- ii. Withdrawals from university are entitled to refund of fee according to the IU Refund Fee Policy (section 3.9).
- iii. Once the student's application to withdraw from the semester or from the university is approved and all requirements related to such withdrawal are satisfactorily fulfilled, the relevant program authority shall inform the concerned departments and forward the original document to the students personal file.

3.1.5 Grading System and Grade Points

5. The following grading system is followed till Fall 2024:

Letter Grade	Percentage	Grade Points	Remarks
A	88% - 100%	4	Excellent
B+	81% - 87%	3.5	Very Good
B	74% - 80%	3	Good
C+	67% - 73%	2.5	Average
C	60% - 66%	2	Below Average
F	Below 60%	0	Fail (Course Repeat)
I			Incomplete
W			Withdrawal
K			Course in Progress

However, the following approved revised grading scheme shall be effective from Spring Semester 2025 for all newly admitted students across all campuses:

Letter Grade	Percentage	Grade Points	Remarks	Notes
A	90% - 100%	4.00	Outstanding	
A-	85% - 89%	3.67	Excellent	
B+	80% - 84%	3.33	Very Good	
B	75% - 79%	3.00	Good	
B-	70% - 74%	2.67	Fairly Good	
C+	65% - 69%	2.33	Above Average	
C	60% - 64%	2.00	Average	Undergraduate Degree Requirement
C-	56% - 59%	1.67	Below Average	Revised Probation Threshold Limit 1.70 Semester GPA
D+	53% - 55%	1.33	Poor	
D	50% - 52%	1.00	Unsatisfactory	
F	Below 50%	0	Fail (course repeat)	
I			Incomplete	

Letter Grade	Percentage	Grade Points	Remarks	Notes
W			Withdrawal	
IP			In Progress	
QQ			Qualified	Only for non-credited Course
NQ			Not Qualified	Only for non-credited Course
PASS			Thesis / Project	
FAIL			Thesis / Project	
XF			F-Grade due to shortage of attendance	

**The XF letter grade shall not be counted towards the calculation of GPA.*

3.1.6 Assessment Policy Statement

Assessment policy embraces diverse models tailored for different types of courses. Practical courses may utilize performance-based evaluations and portfolio assessments. Theoretical courses are subject to traditional exams, project-based assessments, case studies, and open book exams. However, a continuous assessment approach involves regular quizzes and assignments, presentations to ensure ongoing feedback.

3.1.7 Assessment Type

- i. Assessments in courses or programs of study include formal written examinations, continuous assessments, projects, or any other academic exercises subject to evaluation, as specified in the course or program regulations.
- ii. The assessment may include Case Studies, Assignments, Quizzes, Class Workshops, Portfolios, Semester Projects, Presentations, viva, Hourly, Mid-term, and Final Examination.

3.1.8 Examination Rules for Students

- i. The attendance in both mid-term and the final examination is mandatory.
- ii. The duration of the mid-term examination is 1.5 hours, while the maximum duration of the final examination is 2.5 hours.
- iii. Switch your cell phones off and do not leave them on mute/vibration/offline mode. If the student's cell phone is found switched on, it will be considered an attempt of cheating.
- iv. All answers must be written on both sides of the pages of the Answer Scripts and not on one side only. A supplement will be provided only when the candidate has fully written out both sides of the pages of the Answer Script.

- v. No loose paper will be provided to use for rough work and no paper is to be brought in for the purpose. All work must be completed in the answer script provided. Any pages used for rough work or calculations must be struck out by drawing a line through each page from top to bottom, and no pages should be torn out.
- vi. Candidates are forbidden to write any answer or anything else on the question paper, and they cannot take any writing away from the examination hall.
- vii. No Candidate will be allowed to leave the examination hall until 30 minutes has elapsed from the time when the question paper is given, or re-enter the examination hall after handing over answer book /script.
- viii. To draw the attention of the invigilator the candidate may simply raise hand without making any noise or disturbance.
- ix. A candidate while in the examinations shall not help or try to help any other candidate nor obtain or try to get help from any other candidate. Communication of any sort between the candidate and any other person is strictly prohibited during the examination. Stringent punishment will be meted out to students who are found in possession of notes, books, scribbling, or making any attempt to use unfair means.
- x. Candidates are advised to ensure that on the day of examinations, they arrive 15 minutes prior to the start of examinations.
- xi. No students shall be admitted to the examination hall/room later than 30 minutes after the commencement of the examinations and no extra time shall be given.
- xii. Students must leave their personal belongings, including books, pencil cases, and bags, at the designated area in the examination hall, with no responsibility assumed by IU.
- xiii. Each student is required to place his/her ID card on the desk in the examination hall for the duration of his/her examinations. Attempts of impersonation of any candidate shall lead to cancellation of examinations.
- xiv. Borrowing stationery is strictly prohibited during the examinations.
- xv. Student shall not be allowed to sit in a section other than the section in which he/she is originally registered.
- xvi. Candidates will fill in all the information on the answer scripts along with their signatures.
- xvii. The invigilator has the right to expel any student from the examination hall for any attempt at cheating, misconduct, or any other inappropriate behavior, without recourse.

- xviii. When the Invigilator announces the end of the examinations, the students shall stop writing immediately and remain seated silently until permitted to leave the examination hall by the Invigilator.
- xix. Any type of calculator may be used provided that the calculator is hand-held, battery operated, solar-powered, noiseless, and has no facility for the storage of alphabetical information other than hexadecimal numbers.
- xx. Calculators must be available for inspection by the Invigilators.
- xxi. No other electronic aids are permitted such as mobile phones, digital diaries, digital wrist watches, Wi-Fi/Bluetooth devices, ear buds etc., in the examination hall. Any student found possessing these electronic aids shall be liable to cancellation of that paper, removal from Examinations Hall, suspension for next semester, and/or expulsion from the University.
- xxii. Any Student found in breach of the Examination Rules shall be mandated to appear before the Disciplinary Committee. This committee shall be constituted by the Office of the Registrar.

3.1.9 Misconduct & Disciplinary Actions

Breach of examination rules is a serious offense that undermines academic integrity and fairness. Any form of misconduct, including cheating, plagiarism, unauthorized collaboration, causing a disturbance in the examination hall, or any other activity that may be regarded as unbecoming conduct of a student shall be dealt with zero tolerance.

All cases of misconduct shall be reviewed by the Disciplinary Committee to determine the appropriate punishment for the misconduct. These include the award of an F-Grade in the concerned course, financial penalties, mandatory social work, suspension, or dismissal from the university. The institution is committed to maintaining high standards of academic conduct and will enforce these measures strictly to ensure a fair and just educational environment.

A student retains the right to contest the decision rendered by the Disciplinary/Unfair Means Control Committee. Such an appeal must be formally submitted to the Office of the Registrar within one week of the official notification of the Committee's decision. The Registrar shall assess the legitimacy of the appeal. Upon validating the grounds for the appeal, the Registrar shall convene a newly constituted Disciplinary/Unfair Means Control Committee to conduct a thorough review of the matter in question.

3.1.10 Make-Up Exam Policy

The university does not have a make-up examination policy. However, provisions are made for students who are unable to attend their mid-term examination due to verified medical reasons, hospitalization, or the death of immediate family members, including parents, siblings, spouses, or children.

Such students, provided they have appeared in the final examination, shall receive a percentage of marks in their mid-term equivalent to the percentage of marks they have earned in the final exam of the course.

3.1.11 Incomplete Grade

The grade of “I” may be awarded only at the end of the semester, when all but a minor portion of the coursework has been satisfactorily completed. The reasons for the award of an 'I' grade include extensions granted for the submission of term reports, project reports, assignments, and instances where a student is compelled to miss the final term exam paper due to emergencies. The determination of the compulsion preventing a student from attending the final term exam shall be at the discretion of the committee comprising of the Dean/Campus Director and the Registrar.

- i. “I” grade can only be awarded to a maximum of two courses in one semester. In case of the compelling circumstances the number of courses for award of I grade may be increased to full semester load.
- ii. The compulsion for not being able to attend the Exam Paper must be supported by verifiable evidence.
- iii. Arriving late in the exam hall shall not be considered a compulsion. However, for graduating semester students a team comprising of the Director, the Registrar and the Dean of the concerned department shall assess the case for approval or rejection of the request for I Grade.
- iv. “I” grade is not to be awarded when the student is expected to repeat the course. On account of low marks or attendance.
- v. “I” grade would remain valid only for one semester. In case the course in which I grade is awarded is not offered in the subsequent semester, the ‘I’ grade shall remain valid till the next semester when the course is offered.
- vi. Incomplete grades do not enter into the calculation of the grade-point average for the Semester or till the offering from the date of the award. If the incomplete grade is not changed by the concerned authorities within the stipulated period, the I grade will revert to grade ‘F’.

3.1.12 Scrutiny and Recheck Policy for Final Examinations Only

The following procedure for scrutiny of answer scripts is to be followed.

Any student desirous of getting his/her answer script(s) scrutinized may apply on the prescribed form available online on student portal within the specified period as notified by the Examination Department which may vary from semester to semester considering public holidays. Scrutiny will be restricted to:

- i. Checking of ‘total marks’ on the answer script and rectification of any discrepancies found as a result of such scrutiny.

- ii. Marking of any question found unmarked and rectification of the total.
- iii. The scrutiny fee as prescribed from time to time has to be paid by the student.

The following procedure for Re-checking of answer script(s) is to be followed.

- i. Any student desirous of getting his/her answer script (s) Re-checked may apply on the prescribed form available with the Students Information Centre.
- ii. Re-checking of answer script(s) shall be conducted by two instructors other than the instructor who had taught and marked the answer script(s).
- iii. Photocopies of answer script(s) (with no information of the student's identity, marks, etc.) shall be provided to each of the two instructors for re-checking along with the answer script(s) of the lowest and highest scorer for comparison.
- iv. Average of marks shall be ascertained from the two re-checked answer script(s).
- v. After re-checking of answer script(s), the decision of the University shall be final. The grading after rechecking shall supersede the earlier result.
- vi. Rechecking fee as prescribed from time to time has to be paid.

The above-mentioned policy does not apply to the following assessment types

- i. Practical exams
- ii. Presentation, reports and research work
 - b. Projects, portfolios, and other submission-based assessments

3.1.13 Grade Review Appeal Policy

The **Grade Review Appeal Policy** addresses the practical and submission-based final exams that do not fall under the domain of **Scrutiny and Rechecking Policy**.

A student may appeal for a grade review by using the following procedures. Grade appeals are not processed unless the Dean determines a case warrants review.

Step 1: Within the first week from the announcement of the Results, the student shall carefully formulate an appeal in writing, and submit it to the Examination Department with a copy to the Department Head. The student should discuss the concerns with the HoD, stating the reasons for questioning the grade.

Step 2: In light of the student's written statement, the HoD shall respond to

the student in writing after discussing the grading procedures, the determination of the grade in question, and any other issues raised in the student's statement with the concerned instructor.

If the meeting with the HoD does not resolve the difficulty, the student may discuss the problem with the Dean of the Department.

Step 3: The Dean/Department Head will consider the student's written statement and the instructor's written statement, and confer with each.

The Dean shall convene a committee to review the case. The committee will consist of four members including HoD and two senior Faculty members (Subject Experts other than the concerned faculty member) from the same Department.

Within the structure provided by the Dean, the committee may or may not:

- i. Meet separately with the student and the instructor.
- ii. Request each party to submit a brief written summary statement of the issues, and/or
- iii. Interview concerned person(s) with relevant information.

If feasible, the committee may meet with the student and the instructor, together.

The Committee shall consider all aspects of the case before making its recommendation. The Committee shall make a written report with recommendations and provide copies to the Dean's office.

Step 4: The Dean shall formally endorse the recommendations made by the committee within two weeks of receiving the student's appeal. The Office of the Registrar, Examination Department, the HoD, the instructor, and the student shall be notified in writing by the Dean's office.

3.1.14 Examination Assistance for Students with Special Needs

The policy is applicable to all physically-challenged students requiring examination assistance.

Physically Challenged Students: This term refers to any long-term physical, mental, intellectual, or sensory impairments which may hinder a student's ability to effectively participate in normal day-to-day activities on an equal basis with others; provided, that the definition will also include any additional conditions covered under the applicable disability focused laws of the jurisdiction in which the HEI is located. IQRA university has established a standing Accessibility Committees across all campuses to address different accommodations needed for students with disabilities at IU. For specific roles and responsibilities of Accessibility Committee, please refer to the Section 3.2 of HEC Policy for Students with Disabilities at Higher Education Institutions of Pakistan as amended in 2021.

Examination Assistance: This term refers to the support and accommodations that may be required or provided to any physically

challenged students during examinations to ensure a fair and accessible testing environment.

Physically-challenged students are encouraged to coordinate first with the Disability Coordinators designated on their respective campus to discuss their needs. Students should provide relevant documentation outlining the nature and extent of their physical challenges. The Disability Coordinators will assess the specific needs and determine appropriate requirements in terms of examination assistance that would be approved by the concerned Dean /Campus Director. The assistance may include considerations for assistive technology and accessible examination venues. Any other consideration will require a recommendation from the Disability Coordinators that is to be approved by the Office of the Registrar.

3.1.15 Assistant Writer for Exam Candidates

Eligibility Criteria for Candidates:

Medical Certification

- i. The candidate must provide a valid medical certificate from a registered medical practitioner.
- ii. The certificate must clearly state the nature of the disability.
- iii. The certificate must explicitly recommend the need for an assistant writer.

Application Process

The candidate must apply to the examination authority at least one week before the examination date, except in emergencies. The application must include the medical certificate and details of the proposed assistant writer.

Conditions for the Assistant Writer:

Age and Education

- i. The assistant writer must be younger than the candidate.
- ii. The assistant writer should not hold a degree or qualification that is equal to or higher than the level of the exam being undertaken by the candidate.

Documentation & Declaration

The assistant writer must provide valid identification proving their age and educational qualifications. The candidate must sign a declaration form agreeing to adhere to the policy and acknowledging the conditions under which the assistant writer is allowed.

Enforcement

Any breach of this policy by the candidate or the assistant writer will result in immediate disqualification from the examination.

Further disciplinary actions may be taken as deemed appropriate by the

examination authority.

3.2 Anti-Plagiarism Policy

Iqra University implements a comprehensive Anti-Plagiarism Policy adhering to Higher Education Commission's (HEC) guidelines, ensuring originality and authenticity in research work for all degree programs. Plagiarism is prohibited in all forms, including direct, indirect, and unintentional plagiarism, across academic assignments, research papers, theses, dissertations, and publications. Students are required to maintain an overall plagiarism ratio below 19%. Additionally, no single source should have a similarity index of 5% or higher. This policy applies uniformly to all degree programs.

Proper citation, avoidance of paraphrasing without attribution, and supervisory committee approval are required. Faculty monitor students' work, provides guidance, and ensure originality. A dedicated University Anti-Plagiarism Standing Committee (UAPSC) investigates suspected plagiarism within 30 working days using the Plagiarism Complaint Form (PCF), with disciplinary actions ranging from revision to expulsion. Ph.D. dissertations found plagiarized are handled according to HEC's Anti-Plagiarism Policy. Research faculty and staff ensure originality in publications, conference proceedings, and presentations, properly citing sources, avoiding self-plagiarism, and obtaining necessary permissions. Collaborations are transparent, with clear attribution. All students, faculty, and staff adhere to APA (American Psychological Association) citation style. Regular workshops and training sessions are conducted. By implementing this policy, Iqra University reaffirms its commitment to academic excellence, honesty, and research integrity, in alignment with HEC's guidelines as outlined in the Anti-Plagiarism Policy document, available for download on the university website (<https://iqra.edu.pk/iu-policies/>). This document provides detailed guidelines for students, faculty, and staff on plagiarism detection, investigation, and prevention.

3.3 Grievance Policy

Iqra University's Grievance Policy provides a comprehensive framework for addressing student concerns, ensuring a safe and conducive learning environment. The policy defines a grievance as any expressed concern or issue regarding studies, university environment, or expectations from management. Its purpose is to provide a fair, transparent, and accountable procedure for resolving academic, administrative, and interpersonal grievances. The scope encompasses academic matters, administrative issues, discrimination, and interpersonal conflicts. The policy is underpinned by principles of prompt resolution, respect, confidentiality, and protection against adverse reactions. This policy ensures compliance with Higher Education Commission (HEC) guidelines and aligns with international best practices in grievance resolution.

The Iqra University Grievance Committee (IUGC), comprising impartial faculty members, student representatives, and Director Quality Enhancement Cell (QEC), ensures fair investigations and recommends resolutions. Procedures include informal resolution, formal grievance process, statement of allegations, answer, hearing determination, notice of hearing, hearing procedure, committee

recommendation, remedy, and report of recommendations. The Vice Chancellor renders the ultimate decision, ensuring implementation and confidentiality.

Key features include protection against wrongful allegations, confidentiality, and safeguard against victimization. The policy also outlines roles and responsibilities of committee members, grievant, and respondents. Student Grievance Complaint Form facilitates easy reporting. By fostering a culture of accountability, respect, and open communication, Iqra University's Grievance Policy promotes student satisfaction, well-being, and academic success. The Grievance Policy is available at <https://iqra.edu.pk/iu-policies/> which outlines procedures for students, faculty, and staff to report and resolve grievances in a confidential and impartial manner, ensuring the university's commitment to justice, equity, and academic excellence.

3.4 Intellectual Property (IP) Policy

Iqra University's (IU) Intellectual Property (IP) Policy provides a comprehensive framework for the development, management, and commercialization of IP assets, encompassing copyrights, patents, trademarks, geographical indications, industrial designs, trade secrets, and lay-out designs. This policy applies to academic staff, students, post-doctoral researchers, independent contractors, and non-employees utilizing IU resources. Its primary objectives are to protect ownership rights, ensure proper use of IU's name and logos, establish standards, promote commercialization and licensing, and foster innovation and economic development. IP ownership vests in creators/inventors, except where agreements stipulate otherwise, with IU retaining rights for teaching, research, and academic purposes. Commercialization requires agreements outlining royalty payments, with procedures including disclosure, market evaluation, licensing, and revenue distribution to ensure fair sharing among stakeholders. Annual IP audits assess IU's IP rights and set management targets. Specific guidelines govern use of IU's name, logos, and IP assets, including copyrights, patents, trademarks, geographical indications, industrial designs, trade secrets, and lay-out designs. The policy promotes awareness and registration of novel designs, documentation of trade secrets, and development of integrated circuits. Compliance with applicable laws and regulations is ensured, potential conflicts resolved, and sponsored research funding secured. To facilitate effective implementation, the policy outlines procedures for IP disclosure, evaluation, protection, and commercialization, including agreement templates and royalty payment structures. By adhering to this policy, IU protects IP rights, promotes fair sharing of benefits, supports innovative technologies, and maintains public interest and stakeholder cooperation, ultimately enhancing its research excellence and economic development. Through this policy, IU aims to create an environment conducive to innovation, collaboration, and knowledge transfer, aligning with its mission to foster academic excellence and societal impact.

3.5 Research Ethics Policy

Iqra University's Research Ethics Policy embodies a comprehensive framework governing research endeavor, integrating principles of ethics, integrity, and academic honesty. The policy establishes the Institutional Review Board (IU-IRB), comprising esteemed members, including a Chair (Dean, Faculty of Health Sciences), faculty

members, non-medical/scientific experts, external experts, a legal advisor, and a secretary/coordinator. This diverse board ensures rigorous ethical reviews. Guided by principles of non-maleficence, beneficence, autonomy, and justice, the policy addresses research design, informed consent, participant rights, data management, and confidentiality. Procedures for addressing disputes and non-compliance consequences are clearly outlined. Ethical review requirements for grant proposals, publications, thesis/projects, and human-related research involving direct engagement, indirect involvement, and consent requirements are meticulously detailed.

The policy is supported by Research Ethical Clearance Form, providing a comprehensive questionnaire for researchers to facilitate ethical clearance. This questionnaire covers research design, methodology, participant information, and ethical considerations, ensuring thorough evaluation. By adhering to this policy, Iqra University fosters a culture of research excellence, safeguards participants' rights, promotes academic integrity, and advances knowledge, ultimately upholding the highest ethical standards in research, teaching, and business endeavors. The IU-IRB's commitment to ethical research practices ensures responsible conduct, benefiting both the research community and society at large.

The Research Ethics Policy is available at IU official website <https://iqra.edu.pk/iu-policies/> which outlines the university's commitment to adhering to national and international research ethics standards, safeguarding research participants, and fostering a community of ethical researchers.

3.6 Protection Against Sexual Harassment

Iqra University, committed to maintaining a secure, inclusive, and respectful academic environment, has implemented a comprehensive Protection Against Sexual Harassment Policy in strict adherence to the Higher Education Commission's (HEC) guidelines and the Protection Against Harassment of Women at the Workplace Act, 2010. This policy unequivocally prohibits sexual harassment in all forms, including verbal, non-verbal, or physical conduct, quid pro quo harassment, and hostile work/environmental harassment, ensuring protection for students, faculty, and staff on all university premises, programs, activities, and online platforms.

To promote awareness and prevention, the university conducts regular workshops, training sessions, and campaigns, fostering a culture of respect and zero tolerance. A dedicated Campus-wise Inquiry and Appellate Committee, comprising three members (including at least one female representative), investigates complaints within 30 working days, ensuring confidentiality, fairness, and protection from retaliation for complainants. Complainants can submit written complaints to the Committee of their relevant campus or Registrar's Office. Disciplinary actions, including expulsion, termination, or suspension, may be recommended against perpetrators found guilty. Appeal mechanisms are available to both parties. The university provides prompt support services, including counseling and assistance for victims. False complaints are addressed through a fair and impartial process, protecting against malicious accusations. The policy ensures prompt action against perpetrators while maintaining due process and natural justice. By implementing this

policy, Iqra University reaffirms its commitment to providing a secure and supportive environment, upholding the dignity and rights of all individuals, and promoting academic excellence, aligning with HEC's guidelines on student protection and inclusivity. For information on Iqra University's zero tolerance stance on sexual harassment, please consult the Protection Against Sexual Harassment Policy which accessible on the university website <https://iqra.edu.pk/iu-policies/>. This policy outlines the university's commitment to preventing and responding to sexual harassment incidents.

3.7 Fee & Charges Refund & Adjustment Policy

3.7.1 Course Adjustments

Students are allowed to add the course(s) to be taken by them, as per eligibility criteria subject to the following:

Description	Amount	Remarks
Course(s) Addition Charges	Rs. NIL	Up to the commencement of the semester
	Rs. 2,000	Per Course during 1st week from commencement of semester
	Rs. 3,000	Per Course during 2nd week of commencement of semester

Additional Course(s) can only be availed by the students' subject to the availability of the seats in relevant program, and approval of the University.

In case of non-availability of the seat, the Tuition Fee deposited by the student against Additional Course(s) will be adjusted against the Tuition Fee payable for the current semester or immediately following regular semesters.

Students are allowed to drop any course(s) subject to the following charges and adjustment for the dropped course(s):

Description	Amount	Remarks
Course(s) Drop Charges	Rs. NIL	Up to the commencement of the semester
	Rs. 2,000	Per Course during 1st week from commencement of semester
	Rs. 3,000	Per Course during 2nd week of commencement of semester

The extent of refund of the Tuition Fee for dropped course(s), will be governed as mentioned in section 3.9.2 below. Tuition Fee refund, if any, will be adjusted against unpaid Tuition Fee for the semester or Tuition Fee of immediately next regular semester.

In case of "Change Course(s)", the student will be liable to pay the charges for dropped course(s) and Add Course(s) both, as per above mentioned grid.

If case a student wishes to withdraw course(s), no Tuition Fee Refund / Adjustment will be available to the student for the withdrawn course(s) as per IU Policy.

3.7.2 IU Fee Refund Policy

If a student doesn't wish to continue with Iqra University, the student will file an application through student portal for refund of the paid Tuition Fee, LMS & Co-Curricular Charges. The student will get the refund against already deposited amount of the above fees & charges, subject to the following time lines:

3.7.3 Paid Tuition Fee & LMS Charges

Timeline	Percentage of Fee
Up to 10th day of commencement of classes	100% fee refund
Up to 15th day of commencement of classes	80% fee refund
Up to 20th day of commencement of classes	60% fee refund
Up to 30th day of commencement of classes	50% fee refund
31st day onwards of commencement of classes	No Refund

3.7.4 Paid Co-Curricular Charges

Co-curricular fee will be 100% refundable minus the days a student has attended the University/availed the activity.

3.7.5 Fee Adjustment in Next Semester

- i. Tuition fee for complete semester drop will be carried forward and utilized for the following subsequent semester if a student seeks postponement of studies, subject to following:

Time lines	%Age of Fee*
Within two weeks of commencement of Semester	100%
After two weeks of commencement of Semester	0%

* All non-refundable fee & charges including but not limited to Brochure Fee, Admission Fee, Registration Fee etc. can't be carried forward and will stand forfeited in favor of the University.

- ii. Student's request for complete semester drop beyond two weeks can be entertained subject to the production of verifiable and acceptable medical certificate and documents to the satisfaction of the University.
- iii. In case a student fails to enroll in the following subsequent regular semesters, student can apply for refund of already paid Tuition Fee, LMS Charges and Co-curricular charges, which will be evaluated on a case-to-case basis for refund.
- iv. In case of result awaiting student (new admissions), if the student is required to postpone the program due to non fulfilment of admission criteria, 80% Tuition fee will be carried forward to the following subsequent two regular semesters.
- v. After two subsequent regular semesters, student (as per clause iv above) can apply for refund of already paid Tuition Fee only, which will be evaluated on a case-to-case basis for refund.
- vi. A student expelled from the University due to non-submission of required eligibility document and / or disciplinary misconduct shall not be eligible for any refund, except for refundable security deposit, if any.
- vii. Timelines for refund & adjustments are inclusive of the weekends and holidays.
- viii. The student's application for complete withdrawal from the semester due to any reason is to be recommended by respective faculty members and approved by respective Dean / Associate Dean / HoD & the Registrar. After the relevant approval, the EDP Department will process the case and will advise Fee Affairs Unit of Finance Department accordingly for the fee adjustment.

3.7.6 Semester Drop by Existing Students

- i. If an existing student wishes to drop any regular semester, and re-joins the University. New Fee & Charges will be applicable to all such students.
- ii. In case the existing student has dropped the semester due to any of the following reasons, it will be evaluated on case-to-case basis and exemption will be granted:
 - a. Personal / Immediate Family Medical Issue
 - b. Iddat

- c. Pilgrimage {Hajj}
- iii. The cases, mentioned in "ii" above, will be evaluated and recommended for applicability of original fee structure of the applicant, as amended from time-to-time, by respective Deans/Registrar for the approval of the Director Finance.
- iv. No discount will be available to the student against Registration Fee, Co-Curricular Charges, LMS Charges in cases, mentioned in "ii" above.

3.7.7 Overdue Payments

- i. If a student has overdue payments, the student will not be able to get registered in next semester unless 100% amount is cleared.
- ii. Special waiver can be considered, if student's case is pending in evaluation of Need Based Scholarship or Zakat. However, on conclusion of the Committee's meeting, if there is any gap, or partial payment still pending, student must clear it before securing Registration.
- iii. Overdue amounts, against monthly installments, will be considered as non-payment of dues, leading to administrative actions, as per the University approved parameters including but not limited to ID Blocking, Attendance etc.
- iv. Penal surcharge, if imposed, can't be waived-off or reduced. The student must approach the University, for an extension in time before the payment due date. The maximum extension granted will be 10 days (inclusive of all weekly holidays) to settle the dues. Campus Finance Manager is authorized to extend the said due date, keeping in mind the Campus Cash-Flow requirements. Maximum number of students, who can avail this facility can't exceed 10% of the total student count on monthly instalment.
- v. The installment can only be made for Tuition Fee. Student must settle 100% of the Admission Fee, Registration Fee, LMS Charges & Co-curricular Charges along with first installment of the Tuition Fee.
- vi. Maximum number of installments available to the student are three (03) equal instalment and in special cases four (04) instalments can be offered to students. However, a maximum of up to 5% of the student can be given four instalment options on first come first avail basis.
- vii. In Summer semester, maximum number of instalments available are two (02). The division shall include 100% of Registration Fee, LMC Charges, Co-Curricular Charges and 50% Tuition Fee in the first instalment, balance 50% Tuition Fee in the second installment.

3.7.8 Fee Discounts:

- i. No fee discount is available other than discounts as per Scholarship Policy at the time of new admission, or as a compliance of any MOU signed by the University.
- ii. For any special needs of the student, process for "Need Based Scholarship" will be applied to secure the discounts accordingly, subject to the availability of the funds.
- iii. Campuses can also utilize the Zakat Fund, for giving partial or full discounts to the students, subject to meeting the criteria set by University's Shariah Board and availability of the funds and meeting the conditions of the Zakat Donors.
- iv. 100% Free-Ship is available as per the Scholarship Policy Document. However, all 100% Free-Ships are to be approved by the Vice Chancellor / Chancellor on the recommendation of the Campus Director and the Director Finance or directly by the Chancellor / Vice Chancellor based on their own evaluation.

3.7.9 Intercampus Transfers

- i. Intercampus transfer of student will only be allowed with the consent of the respective Campus Director(s), HoDs (in case of accreditation council limited seats) and the registrar followed by the issuance of approval letter of the Registrar Office, with copy marked to Deputy Director Finance.
- ii. Fee & Charges applicable to transferred students would be the one on which student is already studying in the transferee campus or transferred campus whichever is higher.
- iii. Fresh ID will not be issued to the student. Alternatively, all such students will be marked to avoid duplicate count and their ID will be mapped to their original ID issued by transferring campus.
- iv. Campus Finance Manager, will ensure that correct Fee & Charges structure is applied to the transferred students, and recovery is made accordingly.
- v. Transferred students will not be counted as additional students for any admission incentive or calculation of total strength of the University.

3.8 Iqra University Alumni Association Policy

The Iqra University Alumni Association (IUAA) Policy Framework serves as a foundational document guiding the development of a vibrant, mutually beneficial relationship between Iqra University (IU) and its alumni, recognizing alumni as a cornerstone of the university community. Established as a non-profit organization governed by a representative board ensuring transparency, accountability, and alignment with IU's mission and values, IUAA's key objectives include strategic

alignment, data management, alumni recognition, communication, event planning, professional development, community insights, scholarship, and fundraising. IUAA's governance structure comprises the Governing Board, office bearers, and committees facilitating collaboration, connections, and growth, cultivating a dynamic ecosystem promoting lifelong learning, networking, and engagement. Operational guidelines outline the General Secretary's role in facilitating communication and biennial elections for office bearers, with eligibility criteria requiring alumni status, and membership suspension or termination resulting from resignation, policy violations, or actions against IU interests. The IUAA policy delineates roles and responsibilities for Vice Presidents, including Placement & Engagement, Research & Innovation, and Endowment, fostering industry-academia relationships, securing support for financially challenged students, and generating endowments. Biennial elections and nomination procedures ensure representation, while IUAA Regional Chapters (IUAARC) promote alumni relationships and provide insights to IU through organizational structures comprising ex-officio and alumni executive members. Conflict resolution mechanisms ensure smooth operations, with procedures established for meetings, decision-making, conflict resolution, financial management, and auditing, and amendments requiring a two-thirds Governing Board majority vote. By adhering to this framework, IUAA cultivates a dynamic ecosystem promoting alumni engagement, professional growth, and a mutually beneficial relationship between alumni and IU, serving as a guiding document for fostering a vibrant alumni community and contributing to IU's continued success and excellence. Overall, the IUAA Policy Framework provides a comprehensive foundation for fostering a dynamic and engaged alumni community, advancing IU's interests, and promoting lifelong learning and networking, thereby strengthening the bond between alumni and IU.

3.9 Iqra University Students Advisory System (SAS)

Iqra University's Students Advisory System (SAS) is a holistic support framework prioritizing students' academic, career, and personal development. The policy objectives encompass academic guidance, career counselling, and student wellness, ensuring students thrive both in and out of the classroom. To achieve this, Heads of Departments (HODs) nominate faculty members as SAS members, who provide personalized counselling and support. The SAS components include academic counseling, which offers course-specific guidance and orientation sessions; career counseling, which facilitates career planning, internships, and job placements; and student wellness counseling, which addresses health, financial, stress, and emotional concerns. Procedure-wise, HODs conduct interactive sessions with students, while counsellors maintain office hours for confidential consultations. Continuous professional development ensures counsellors stay updated on best practices. Critical students are identified through mid-term assessments, and Subject Matter Experts (SMEs) provide targeted support. Regular monitoring meetings track progress, with detailed record-keeping and reporting. Non-critical students receive guidance through GPA tracking and behavioural concern identification. The policy undergoes semester reviews and revisions to address evolving student needs. Key procedures include orientation sessions, counsellor-student meetings, training and development, and grievance reporting through the attached Students Grievance

Complaint Form. By integrating these measures, Iqra University fosters a supportive environment empowering student to achieve academic success, career fulfillment, and personal wellbeing, ultimately preparing them for a successful future.

3.10 Minimum CGPA for award of undergraduate degrees

Iqra University has meticulously implemented the Higher Education Commission (HEC) of Pakistan's Uniform Semester Policy guidelines for awarding undergraduate degrees, ensuring academic excellence and standardization. This policy stipulates a minimum Cumulative Grade Point Average (CGPA) of 2.00/4.00 for the award of an undergraduate degree, guaranteeing students meet rigorous academic standards.

4. Academic Assistance and Flexibility

4.1 Summer Semester

Summer semester will be offered as an optional semester of 08-09 weeks duration. Students will be offered courses to remove deficiencies and can enroll in up to a maximum of 08 credit hours during summer. Moreover, a student who has either failed or has been stopped to take the examination due to shortage of class attendance or wishes to improve his/her grade is allowed to register in summer. A student will only be allowed to register in 1-2 courses of up to 08 credit hours for remedial work. The contact hours per week during the summer semester will be doubled to ensure that the course is completely taught in a summer session with half of the duration as compared to a regular (Fall/Spring) semester.

4.2 Course withdrawal

Students are required to register in a course first and deposit the prescribed fee. The student may withdraw his/her name from the course within two weeks from the start of semester without earning 'W' grade. A student may drop a registered course before the last date mentioned in the academic calendar. Consequently, a letter grade 'W' will appear in the transcript against the specific course and is not considered for computation of CGPA. If a student withdraws from the course after the last date mentioned in the academic calendar, he/she shall be marked an 'F' grade. However, fee may be subject to refund as per IU Fee Refund Policy (see section 3.9).

4.3 Procedure for Cross Campus Studies and Course Registration

Students intending to register for a course offered within their parent department must submit the requisite course fee. In instances where the desired course is not available in the student's home department or campus, they may apply through their respective department to the Director of the campus hosting the course, should it be available at another IQRA University campus.

4.4 Student Exchange Program

The management of IQRA University (henceforth, 'IU') is cognizant of the importance of cultural competence, exposure and collective wisdom. Hence, it encourages students to avail the opportunities offered by international universities for one or two semesters through exchange programs. The exchange programs are highly competitive and IU invites and supports students from diverse backgrounds to participate in the opportunities.

The outbound exchange program will be channelized through the following streams:

- i. In light of the terms and conditions as per the MOUs signed with foreign universities for exchange of students.
- ii. Unique opportunities for exchange programs searched by the students and processed through the International Office.
- iii. Open access programs offered by the international universities.
- iv. Internships/exchange programs offered by donor agencies such as UNDP, IUCN, UNESCO, etc.

4.4.1 Selection Criteria

The selected students will be the ambassadors of IU as well as Pakistan abroad. Therefore, due diligence must be exercised in the selection of students. In order for students to apply in exchange programs, the basic entry details are given below:

- i. Students must meet the basic entry requirements of the host university including but not limited to the medium of instruction, CGPA and semester completion requirement. To make international exchange programs effective and beneficial, most of the programs are offered with instruction in the English language. Thus, students must be proficient in English and demonstrate the same through an approved English-language proficiency test.
- ii. Students must be able to meet visa requirements of the host country. The Office of the Registrar may provide a supporting letter stating your present status of studies, however, the University shall bear no responsibility in case the visa application of students is declined by the respective authorities e.g., high commission, consulate, or embassy, etc.
- iii. Students must be enrolled in a regular program with full course load (exceptional cases must be approved by the concerned HoD /Dean).
- iv. Students must meet the host university's academic eligibility requirement in terms of a minimum CGPA.
- v. Students must not have any disciplinary cases against them before or during the selection.
- vi. Students must have been cleared by a registered physician to participate in the program.
- vii. IU shall not take the responsibility of any student voluntarily or involuntarily engaged in criminal or illegal activities at the host university and / or in the country.

4.5 Activities and Policies Relating to Placement & Corporate Liaison

4.5.1 Students' Grooming and Development

The Placement Department organizes professional trainings for graduating students.

- i. The Placement Department organizes multiple Personal Development Programs each semester.
- ii. The Placement Department hosts multiple sessions with guest speakers with the help of the Corporate Sector.

4.5.2 Students' Career Counseling

The Placement Department assists students in career assessments and job search. The objective is to connect graduating students with career

opportunities that align their academic qualifications with their goals:

- i. The Placement Department will assist in road-mapping students' careers. One to one mentoring will be provided to students, they can schedule a session and receive mentoring for their career development
- ii. The Placement Department will carry out talent classification by classifying students based on high academic achievement, intellectual aptitude and extraordinary talent.

The students will go through the following series of processes:

- i. Learn how to write professional CV in different formats
- ii. Get prepared for aptitude test (Mathematics /English /Logic)
- iii. Acquire business acumen and refresh technical and functional skills through tests and projects
- iv. Go through panel behavioral and situational interviews and learn how to relate personal learnings to competency questions and professional conduct
- v. High scorers shall be recommended to organizations according to their requirements.

Following additional services will be extended to the students:

- i. Resume Writing: Creating an effective representation of students' educational and co-curricular achievements.
- ii. Job Search: Keep students informed and connected about job opportunities and recruitment drives
- iii. Internships: Provide students with access to current and up-to-date internship opportunities for their mandatory summer internship.
- iv. Mock Interviews: Give student feedback on their interview skills

4.6 University Academic Honors and Scholarships

The vision of Iqra University is to educate more and more Pakistanis supporting them to spend their lives in a proper and prosperous manner. Iqra University, supports its students throughout their educational journey via scholarship for tuition fee, fee payment plans and interest free educational loans. Policy parameters are designed to provide a holistic educational experience, acknowledging merit, promoting talent, and handholding the financially weak.

Iqra University offers a diverse range of scholarships and financial assistance opportunities, based on multiple performance and need based eligibility criteria. For graduate programs, including MBA, MS, and MPhil, a minimum enrollment of 9 credit hours in a semester is required for scholarship eligibility. Information on IU financial support may be obtained from its website at <https://iqra.edu.pk/admissions/scholarships/>

7.4 The Gold Medal Award Criteria

The Gold Medal Award is applicable to all academic degree programs except National Qualification Framework (NQF) Level 8 qualification. The eligibility criteria for the Award are as follows:

- ii. Gold medal will be awarded to the students program wise and for the period announced. The gold medal(s) will be distributed amongst the students registered for the convocation.
- iii. The Gold Medal will be awarded on a batch basis including the two regular semesters (Spring and Fall).
- iv. The gold medal will be awarded to the student who secures the highest CGPA in particular degree program with no “F” grade during the whole academic tenure.
- v. The gold medal will be awarded to a student having no disciplinary punishments.
- vi. If the student does not complete the degree within the prescribed time, he/she will not be eligible for the award of gold medal.
- vii. The gold medal will not be awarded to transfer students of universities other than Iqra University who transferred more than 10% of the total credit hours.
- viii. Inter Campus Transferees will be eligible for a gold medal.
- ix. In case of a tie between two or more students on their CGPA, the total marks obtained during the whole academic period covering the mandatory course requirements should be considered as the tie-breaking criterion.
- x. In case the tie persists, two or more gold medals, as the case may be, should be awarded.
- xi. A gold medal should be awarded to the student having a minimum 3.5 CGPA.
- xii. If a student is unable to attend the convocation due to his/her personal reasons, their authorized immediate family member may collect their medal on their behalf in the forthcoming convocation.

5. Campus Facilities

5.1 Sports Complex

A healthy and peaceful environment plays a crucial role in students' mental, physical and social development. IU has a spacious sports complex for sporting and recreational activities. The complex has the latest equipment and offers the following facilities:

- Sauna Bath
- Health Club
- Steam Bath
- Badminton Court
- Jacuzzi
- Volleyball Court
- Health Club
- Table Tennis Court
- Swimming Pool
- Football Court
- Basketball Court
- Snooker Table

5.2 Computer Resource Center

Computer Resource Centre (CRC) is equipped with the latest high-performance computers, maintaining a 1:1 student-computer ratio. Access to these computers is given to students through individual accounts. A high-speed internet connection is also available to all students.

5.3 Student Societies

Iqra University places particular emphasis on arranging research programs, seminars, workshops and symposiums. The students run several vibrant societies under the following names:

- Climate Change Society
- Debates and Literary Society
- Dramatics Society
- Entrepreneurship Society
- Events Society
- Gaming and Robotics Society
- IUCSR Society
- Photography Society
- Sports Society
- Social Media Society

5.4 Medical Facility

Iqra University ensures the health and safety of its students and staff by providing access to a fully-equipped medical facility across all its campuses. These facilities include:

- i. **Qualified Medical Professionals:** On-campus doctors and paramedical staff are available to address routine medical needs and emergencies.
- ii. **Ambulance Services:** Ambulance services can be accessed in case of emergencies, ensuring timely medical attention.
- iii. **Accessibility Features:** All campuses are fully equipped with wheelchair facilities, ensuring accessibility for individuals with mobility challenges.

The campus medical facility is available from 9:00 AM to 5:00 PM from Monday to Friday, offering First Aid and general medical assistance. Additionally, there are several first aid kits located in key areas ensuring that support is always accessible when needed. Students may contact the administration department for any emergency medical situation beyond these hours and days.

5.5 Library - Information Resource Center (IRC)

Information Resource Centre (IRC) has more than 80,000 books, covering many subjects, professions and general reading material. Latest textbooks and reference publications are continuously added to the IRC collection, as per the HEC, PEC & users' requirements. The Information Resource Centre also maintains an up-to-date record of Government publications relevant to the curriculum. It serves as one of the best sources of secondary data for educational purposes.

5.6 Digital Library

The digital library includes access to leading research journals as well as other downloadable resources. Students can download books, research articles, and journals from these online platforms. Following are the repositories that can be accessed to download these resources:

- | | |
|-------------------------------------|-------------------------------|
| ▪ HEC eResource | ▪ SpringerLink Online |
| ▪ EMERALD | ▪ RSC Journals |
| ▪ JStore | ▪ INASP – eBooks and Articles |
| ▪ EBSCO Host | ▪ InformaWorld Journals |
| ▪ Pakistan National Digital Library | ▪ Google Scholar |
| ▪ Wiley InterScience | ▪ Annual Reviews |
| ▪ Oxford Scholarship Online | ▪ GALE |

5.7 Transport Services

IU's student body includes residents of all areas. Keeping this in mind, we provide transport facilities to our students. The University has its own spacious and air-conditioned buses that run routes covering almost all parts of the city. Students are requested to fill out a Request of Transport Form upon enrolling, i.e. before the start of the semester. University also facilitates transportation through contractors. Students may contact the reception for further details.

6. Clubs & Societies

6.1. Concept

Clubs and Societies forum is being provided to the students in lieu of student Unions for grooming the students in leadership traits as per their peculiar aptitude and potential. It enhances their foresight and organizational abilities. They are expected to plan and execute their club activities as they perceive in consultation with the club members and Faculty Sponsors. It inculcates team spirit, ability to take everybody onboard and makes a person more responsible and mature. Clubs and Societies are managed by the students under the overall supervision of department of Student Affairs through the administrative control of various IU institutions.

6.2. Administration of Societies

Iqra University prioritizes the organization of research programs, seminars, workshops, and symposiums, highlighting their significance. Additionally, several dynamic student societies are established and managed by students themselves. Participation in these co-curricular activities is strongly encouraged as they play a crucial role in nurturing personal skills and abilities.

For more recent updates and forthcoming events organized by different student societies, students may refer to <https://iqra.edu.pk/all-societies/>

7. IU Social Media Accounts & IT Services

7.1 State-of-the-Art IT Infrastructure for Your Learning Journey

The university recognizes the crucial role technology plays in enhancing your educational experience. We have invested in advanced IT infrastructure to give you seamless access to essential academic and administrative resources. This includes an ERP system for managing academic schedules, a CMS for efficient student administration, and an LMS for seamless online learning, all integrated into a comprehensive platform called **IqraApp**.

7.2 IqraApp: Streamlined Management and Enhanced Learning

IqraApp, accessible through a user-friendly web portal and mobile app, combines essential features from both the ERP and CMS, offering a one-stop solution for various student needs. These features, fully integrated with secure payment gateways, include:

- i. **Registration and Enrollment:** Register and enroll for classes through a streamlined online process, saving time and reducing paperwork.
- ii. **Course Selection and Fee Management:** Choose your courses, track academic progress, and manage fees conveniently.
- iii. **Financial Aid and Scholarship Management:** Apply for and manage financial aid and scholarships through a centralized platform.
- iv. **Communication and Announcements:** Stay informed with important university announcements and personalized notifications.
- v. **Library Resources:** Explore our extensive digital library, featuring e-books, academic journals, and specialized research databases.
- vi. **Support Services:** Access information and request support from various university departments.

7.3 IqraApp: A Dynamic Learning Environment

IqraApp's integrated LMS provides a dynamic and interactive learning environment, fostering collaboration and engagement. Key features include:

- i. **Online Course Access:** Access course materials, lectures, assignments, and discussions anytime, anywhere.
- ii. **Interactive Content and Activities:** Engage with diverse learning materials, including videos, quizzes, and interactive exercises.
- iii. **Collaboration Tools:** Connect and collaborate with classmates and instructors through forums, chat rooms, and group assignments.
- iv. **Online Assessments and Feedback:** Take assessments conveniently and receive timely feedback from instructors.
- v. **Virtual Classroom Experience:** Participate in live online classes with instructors and peers.

IqraApp's LMS empowers instructors to create and deliver engaging courses, ultimately fostering a more enriching academic experience for all.

7.4 Stay Connected: Exploring our Social Media Presence

Social media has become an indispensable communication tool, fostering connections and information exchange globally. Recognizing its potential, we leverage social media to showcase the vibrant IU culture and connect with prospective students and their families.

Through our official social media profiles, we strive to:

- i. **share the IU experience:** Explore our world-class programs, facilities, and faculty through engaging content.
- ii. **connect with future IU members:** Get a glimpse into campus life, student activities, and the unique IU community.
- iii. **foster open communication:** Ask questions, share your thoughts, and receive prompt responses from our dedicated social media team.
- iv. **and keep the community informed:** Get timely updates on important announcements, events, and deadlines.

Our social media team ensures compliance with university policies to maintain accuracy, professionalism, and a positive online presence. All content undergoes careful review to ensure it aligns with university guidelines and provides a positive and informative experience for our audience.

Connect with us on:

Facebook: IU Main Campus:

<https://www.facebook.com/IUMainCampus>

Twitter: @IqraUniOfficial:

<https://twitter.com/IqraUniOfficial>

Instagram: @Iqra_university:

https://www.instagram.com/Iqra_university/

YouTube: @IqraUniversitypakistan:

<https://www.youtube.com/@IqraUniversitypakistan>

LinkedIn: Iqra University Official:

<https://www.linkedin.com/school/Iqra-university-official/>

We encourage you to follow us and join the conversation!

8. IU Code of Conduct

7.1 General

- i. IU is a leading research-intensive university in Pakistan comparable to the top universities of the world. The university is committed to producing graduates who are culturally aware and technologically proficient. Our goal is to develop academically competent and research-oriented citizens. The university is committed to fulfilling its mission and responsibilities.
- ii. IU community comprises a diverse populace of students in pursuit of academic excellence. It strives to refine the ability of students to reason and to communicate freely and clearly on their way to become responsible, morally sound, moderate and well-rounded citizens of a diverse world. The University expects these attributes to be reflected in the students' everyday behaviour, attitude and dress.
- iii. In the University's view, the prescribed sets of regulations, guidelines, and safeguards described in this chapter are necessary to create and sustain an academic environment in sync with the teaching, learning, and developmental endeavours of the university community.

7.2 Definition of Terms

- i. **Complainant:** Complainant means a person who makes a complaint or reports a violation of the University Code of Conduct or University regulations and policies.
- ii. **Intentional:** Intentional refers to actions done deliberately, such as knowingly submitting false information.
- iii. **Respondent:** Respondent means a person who has been accused of violating the University Code of Conduct.
- iv. **Student:** Student means any currently enrolled person for whom the institution maintains educational records, as defined by the University regulations.
- v. **Reckless:** Reckless means careless or heedless of the potentially harmful consequences of one's behaviour, where risk of harm to persons, property or normal University operations exists or can be reasonably foreseen.
- vi. **University Official:** University Official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position.

7.3 Academic Dishonesty

Academic dishonesty is an act of fraud, which may include misrepresentation, deceit, falsification, or trickery of any kind that is done by the student with the purpose, intent, or expectation of influencing a grade or other academic evaluation. Academic dishonesty also includes forgery and falsification of University academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty. Common examples of academically dishonest

behaviour include, but are not limited to, the following:

7.3.1 Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work prepared in advance for an in-class examination; taking an examination for another person or conspiring to do so.

7.3.2 Fabrication

Intentional and unauthorized falsification or intervention of any information or citation in an academic exercise.

7.3.3 Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

7.3.4 Plagiarism

Plagiarism involves copying text from an article and presenting it as your own without citation and/or Failure to attribute direct quotation, paraphrase, or borrowed facts or information. All researchers and students must be aware of and abide by HEC/IU Plagiarism Policy. Under no circumstances shall a dissertation based on plagiarized research be acceptable. It is the primary responsibility of both the researcher and their supervisor(s) to prevent plagiarism. For Plagiarism Committee on Publication Ethics (COPE) guidelines must be followed. If a research work is found to be plagiarized, it will be handled in accordance with the Anti-Plagiarism Policy issued by the Higher Education Commission, Pakistan, as updated from time to time. A similarity test, in accordance with the HEC's Anti-Plagiarism Policy, must be conducted on the dissertation before its submission to the external experts by the student. Any plagiarism in any research work and fake documents submitted by the student, even those submitted at the time of admission will result in cancellation of degree.

7.3.5 Unauthorized Collaboration

Providing, either knowingly or through negligence, one's own work to assist a student in satisfying a course requirement, or representing material prepared by or with another as one's own independent work. In instances where students are permitted to work jointly to complete an assignment, teachers will offer clear guidelines about when and how to collaborate; if a student is unsure, it is the responsibility of the student to ask the faculty member.

7.3.6 Generative AI tools (Rules and Penalties)

Transparent Attribution: Use of GenAI is only permissible to improve language and readability, with caution. Therefore, following declaration statement is mandatory to include at the end of the document before the References:

"During the preparation of this work, the <name of the GenAI Tool/Service> is

used in order to <reason>. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility (legal, moral, etc.) for the content of the publication.”

Citation for the GenAI Contributions: Use Institute of Electrical and Electronics Engineers (IEEE) or American Psychological Association (APA) standard.

Use of GenAI is not allowed for data/facts gathering.

Allowable usage of GenAI is <5% of the generated text along with the prevalent standing of HEC criteria, i.e., <=19% similarity index using plagiarism check software for whole document. Less than 5% of single source similarity index is acceptable.

Following undertaking statement must be added by the students of all degree levels:

“I, <Name of Student> solemnly declare that research work presented in my undergrad/Masters/PhD project/thesis, as the case maybe, titled “<Project/Thesis Title>” is solely my research work with no significant contribution from any other person or Generative AI Tools. Small contribution / help wherever taken has been duly acknowledged/cited and that complete project/thesis has been written by me in accordance with the latest plagiarism policy declared by HEC and my respective university in-line with the policy for use of Generative AI Tools.

I understand the zero-tolerance policy of the HEC and Iqra University towards plagiarism. Therefore, I as an Author of the above titled project/thesis declare that no portion of my project/thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any plagiarism in the above titled project/thesis even after award of undergrad/Masters/PhD degree, the Iqra University reserves the right to withdraw/revoke my degree and that HEC and the Iqra University has the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized project/thesis.”

The use of AI Generative Tools must comply with the existing copyright and intellectual property laws of the state as prescribed by the Intellectual Property Organization (IPO), Ministry of Commerce. (<https://ipo.gov.pk/>)

Reflective practice is important; students should regularly assess their use of AI, considering its impact on their learning and ethical standards, and seek feedback from peers and educators to improve their practices.

7.4 Role of a Supervisor:

The project/thesis shall be reviewed by the supervisor according to the rules mentioned above. However, if any criteria outlined in the rules are not met, the supervisor may ask the student to revise the project/thesis report and resubmit it.

If the revised project /thesis does not meet the criteria set under rules, the student

shall be held responsible, and the case shall be referred to the Departmental Standing Committee (DSC) for awarding penalty depending upon the level of severity. If the departmental committee agrees, the case can be raised to university level and would be dealt with according to the rules and regulations.

7.5 Requirements for the Ethical Clearance Certificate

The research thesis or projects which are produced from the findings and outcomes of the ethically-cleared research, are exempted from any clearance certificate. Nevertheless, any ethical concerns related to other research theses/projects can be addressed at the departmental level, where Deans, HoDs, and supervisors may be involved as members of the committee. Note that the thesis /project research should fulfil the plagiarism requirements as per HEC Anti-Plagiarism Policy. Final year projects may be received firstly by the Departmental Research Committee, and only projects needing Ethical review should be forwarded to IU-Institutional Review Board (IRB). For further details, please refer to the Research Ethics Policy of Iqra University.

7.6 Unfair Means

Use of unfair means generally covers following:

- i. An attempt to have access to the question paper before the test/examination.
- ii. Use/possession of unauthorized reference material during a test/examination.
- iii. Any form of communication by the student with anyone in or outside the test/examination venue while the test/examination is in progress.
- iv. Unauthorized entry into faculty's office or that of his/her staff with the intention of having an access to or tampering with the official record/examination paper etc.

7.7 Moral Dishonesty

Moral dishonesty means an act which does not conform to known norms of decency.

7.8 Conduct

7.8.1 Application of IU Code of Conduct

IU Code of Conduct applies to the conduct displayed on the University premises, at IU sponsored activities, and to off-campus conduct that adversely affects the University reputation and/or the pursuit of its objectives. Each member of IU shall be responsible for his/her conduct.

7.8.2 Classroom Standards

The individual faculty member is primarily responsible for managing the classroom environment. If a student engages in any prohibited or unlawful act or other behaviour that results in disruption of a class, he/she may be directed by the faculty member to leave the class for the remainder of the class duration. Students must be protected against infringement of their rights and unfair practices.

7.8.3 Identification/Registration Card

- i. Each member of the University community is issued a picture identification/registration card or visitor's pass, that must be worn at all times while on University premises or at University-sponsored activities. Identification/ registration cards must be presented upon entering University buildings.
- ii. Identification/registration cards are not transferable. The owner of the card will be called upon to account for any fraudulent use of his/her identification card and will be subject to disciplinary action by the University if he or she has aided such fraudulent use. The card will be forfeited if the student to whom it was issued allows any other person to use it.
- iii. Upon a card owner's withdrawal from the University, all rights and privileges related to the identification card automatically cease. If the student withdraws, or is suspended or expelled from the University, the identification card must be surrendered to the institution.

7.9 Visitors & Guests

Students may be held accountable for the acts of misconduct of their guests during their presence on University premises or at University-sponsored activities. Visitors, including guests shall conduct themselves, at all times, in a manner consistent with orderly behavior on University campus.

7.10 Disciplinary Matters

The University is a place where the students are imparted education not only as a means to obtain a degree but also to develop their personalities and to enrich the society in which they live. Therefore, disciplined and organized life on the campus is extremely important. It is essential to lay down rules and regulations so as to create and sustain an orderly and decent atmosphere on the premises of IU constituent institutions. It is with this objective that Disciplinary Committees (DC) has been formed on all IU campuses. After a thorough investigation of the matter in question, the DC will recommend either a minor penalty (e.g., issuance of a warning letter) for trivial offenses, or a major penalty (e.g., dismissal from the University) to the Campus Director, who is empowered to make a decision based on the recommendation(s) of the respective DC.

7.11 Disciplinary Committee

7.11.1 Composition of Disciplinary Committee:

- i. Campus Director/Registrar or his/her nominee (Chair)
- ii. Deputy Registrar
- iii. HoD of the Concerned Department
- iv. One senior faculty member

7.11.2 Working Procedure of Disciplinary Committee:

- i. All complaints of breach of discipline by any student(s) of the

University will be forwarded to the Disciplinary Committee.

- ii. The Committee will consider the Complaint and in serious cases may decide to issue a show cause notice and require a written reply from the concerned student(s) within 3 days.
- iii. The Committee will deliberate on the reply received and, if satisfied that no breach of discipline has occurred, may dispose of the complaint. Alternatively, it may decide to hold an inquiry by an inquiry officer or panel, which may require the attendance or hearing of all students, teachers, or others involved in the proceedings. However, a personal hearing may be given to the accused before the imposition of any punishment.
- iv. All proceedings of the Disciplinary Committee will be recorded in writing and signed by the attending members.
- v. On the basis of inquiry, the Disciplinary Committee will announce its recommendations within 3 days after completing its proceedings.
- vi. The recommended punishment if any may range from issuing of a written warning to the rustication of the student(s) involved.
- vii. The affected student(s) may appeal to the Registrar/Dean of Iqra University, within one week of the announced decision through the office of the student affairs.
- viii. All employees and the students of Iqra University will cooperate and assist the Disciplinary Committee in carrying out their duties. For this purpose, the Disciplinary Committee may require any student(s)/teacher or other employee of the Iqra University to attend this meeting.
- ix. The required quorum for holding any meeting of the Disciplinary Committee is 3.

7.12 Acts of Ill-discipline/Prohibited Conduct

All students are prohibited from engaging in conduct resulting in, or leading to, any of the following:

7.12.1 Academic Dishonesty

Academic dishonesty encompasses all violations of the University Policy on Academic Dishonesty, including but not limited to cheating, plagiarism, fabrication, facilitating academic dishonesty to others, and unauthorized collaboration, whether committed or attempted.

7.12.2 Abuse, Assault, Threatening Behaviour

These include intentional or reckless acts that endanger, threaten, or cause physical or mental harm to any person or oneself, either on University premises or at University-sponsored activities. They also include acts that intentionally cause or reasonably lead to the apprehension of such harm, including, but not limited to, abusive language, physical or verbal

intimidation, harassment, and coercion.

7.12.3 Firearms, Explosives and Other Weapons

This includes the use/possession of hazardous materials (biological/chemical) and any type of weapons, fire arms, explosives, crackers, etc.

7.12.4 Violation of Disciplinary Sanction

This means knowingly violating terms of any disciplinary sanction imposed in accordance with IU Statutes.

7.12.5 Furnishing False Information, Forgery or Unauthorized Use of Documents

Intentionally furnishing false information to the University and its officials or misusing affiliation with the University to gain access to outside agency/services or using false information or University resources to compromise the name of the University are strictly forbidden. Such acts including forgery, unauthorized alteration, or unauthorized use of any University document or electronic transmission, or instrument of identification, or academic and non-academic records, signatures, seals, or stamps thereof are punishable acts.

7.12.6 Disorderly Conduct or Indecent Behaviour

Engaging in disorderly or indecent conduct; breaching of peace; or aiding, abetting, or luring another person to breach the peace on University premises or at University-sponsored functions/activities. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge/permission.

7.12.7 Theft

This includes theft or attempted theft, of property or services on University premises or at University-sponsored activities.

7.12.8 Damage to Property or its Destruction

Intentionally or recklessly damaging or attempting to damage university property or the property of others on University premises or at University-sponsored activities.

7.12.9 Non-Compliance with Official Direction

Not adhering to reasonable directives given by university officials while they are performing their duties.

7.12.10 Violation of University Regulations and Policies

Violating University regulations or policies including amendments and additions adopted since the date of publication.

7.12.11 Drugs and Narcotics

Use/sale/possession/facilitation/distribution of drugs, narcotics, intoxicants

etc on the campus directly or indirectly.

7.12.12 Unauthorized Access to Facilities

Unauthorized possession, duplication or use of keys to any University premises, facilities or equipment; or, unauthorized entry to or use of University premises.

7.12.13 Unauthorized Use of Computer or Electronic Communication Devices

Theft or other abuse of computer facilities and resources including, but not limited to:

- i. Unauthorized access to a file, with the intention of using, reading or changing the contents, or for any other purpose.
- ii. Unauthorized transfer of a file.
- iii. Use of another individual's identification and/or password.
- iv. Interference with the work of another student, faculty member or University official.
- v. Sending obscene, abusive or threatening messages.
- vi. Transmission of computer viruses.
- vii. Interfering with normal operation of the University computing system.
- viii. Unauthorized duplication of software or other violation of copyright laws.
- ix. Unauthorized access to, or unauthorized, mischievous or malicious use of University computer equipment or networks, or electronic communication devices, or the use of such equipment or devices to gain unauthorized access to, and/or use of, off-campus computer equipment.
- x. Indulgence in misuse of internet and cyber offences i.e., uploading of objectionable content leading to provocation or maligning anyone.

7.12.14 Provoking Others to Misconduct

Intentionally using words or actions to incite or encourage others to violent or retaliatory behaviour, or other acts of misconduct.

7.12.15 Identification/Registration Cards

Not wearing, or failing to present or relinquish the identification card upon request by a University official.

7.12.16 Animals

Bringing any animal into a University building, except for those used for authorized laboratory purposes or security reasons with express permission granted.

7.12.17 Demonstrations

Demonstrations are activities that surpass the limits of free assembly and involve unlawful actions resulting in, or immediately posing a threat of,

harm to individuals or property. Such actions infringe upon the rights of fellow members of the University community and may incite disruption of scheduled or typical activities within any campus building or area.

Engaging in political, ethnic, racial, or sectarian activities, or affiliating with any prohibited organization, and participating in such organizations which are involved in advancing the agenda of a political party.

7.12.18 Harassment

It covers the following:

- i. Passing remarks, placing visual or written material, aimed at a specific person or group with the intention of causing harm to the person or group; and/or creating an environment which limits a student's educational opportunity.
- ii. Making unwanted verbal or physical advances or explicit derogatory statements toward individuals, which cause them discomfort or humiliation or which interfere with their educational opportunity.
- iii. Physical assault.

7.12.19 Gambling

Unauthorized and/or illegal exchange of money, favours or services as a result of an organized or unorganized game or competition.

7.12.20 Smoking

IU campus has been declared a green campus and therefore, smoking is prohibited in University premises of all IU campuses.

7.12.21 Abuse of the Student Conduct System

Abusing the student conduct system including, but not limited to:

- i. Failure to obey the notice from a University official to appear for a meeting or hearing as part of the student conduct system.
- ii. Falsification, distortion or misrepresentation of information before a hearing body or designated hearing officer of the University.
- iii. Disruption or interference with the orderly conduct of a hearing proceeding.
- iv. Causing a violation of University Code of Conduct hearing to convene in bad faith.

7.12.22 Indulgence in Acts of Moral Turpitude

Indecent behaviour exhibited on the campus including classes, cafeteria, laboratories, etc., defying the norms of decency, morality and religious/cultural/ social values by a single or group of students.

- i. Damage to the university fixtures/furniture, scribbling/carving on desks, wall chalking, misusing of lab/university equipment, etc.
- ii. Use of mobile phones in classrooms, examination halls, labs and

libraries thus disrupting the calm of these places.

7.13 Off-Campus Conduct

Conduct occurring off-University premises be such that it should not affect the interest/image of the University.

7.14 Enforcement of Code of Conduct

Matters of indiscipline will be referred to the appropriate institution or IU authorities authorized to address discipline issues and make decisions in accordance with IU policies, rules, and regulations. Parents of those students who disobey authority and violate the code of conduct will be informed. Students may be held accountable for the acts of misconduct of their guests while on University premises or at University-sponsored activities. Students who are charged with violations of this Code are subject to disciplinary action in accordance with IU rules/regulations/statutes.

7.15 Punishment or Penalty for Acts of Ill-Discipline

Punishment or penalty for acts of ill- discipline shall be according to the gravity of the case and may be any one or more of the following:

7.15.1 Minor Penalties

- i. **Warning in Writing.** Notice to the offender, orally or in writing, that continuation or repetition of prohibited conduct may lead to further disciplinary action.
- ii. **Probation.** Probation for a specific period.
- iii. **Fine.** Fine which may amount up to Rs. 10,000.
- iv. **Withholding of Certificate.** Withholding of a certificate of good moral character.
- v. **Removal of Privileges.** Deprivation from the privileges enjoyed by the student.
- vi. **F Grade.** Award of an F grade in a course.

7.15.2 Major Penalties

- i. **Expulsion.** Expulsion from the class for a specific period up to one semester.
- ii. **Fine.** This may amount up to Rs. 50,000.
- iii. **Exam Result.** Cancellation of examination results (complete semester courses).
- iv. **Rustication.** Expulsion or rustication from the University for a specific period.
- v. **Degree.** Non-conferment of degree/transcript.
- vi. **Relegation/withdrawal.**

Other sanctions or a combination of above-mentioned penalties as deemed appropriate.

7.16 Disciplinary Procedure

7.16.1 Case Referrals

Every instance of disciplinary misconduct must be promptly reported to the department head, ideally within 24 hours of the alleged violation. The individual referring to the case typically acts as the complainant and is responsible for presenting pertinent evidence during disciplinary hearings conducted by the IU Discipline Committee.

Depending on the severity of the situation, the institution's head will determine whether to administer minor sanctions at the institutional level or to refer the matter to the IU Discipline Committee for resolution by the appropriate authority for more serious penalties.

7.16.2 Hearing of Disciplinary Cases

A disciplinary hearing is a formal process conducted by the Institution Disciplinary Committee. This formal process is designed to gather and consider relevant information regarding the alleged violation/s of the Code and to determine and recommend a punishment. Every effort will be made to expedite proceedings pursuant to allegations within a reasonable period.

7.16.3 Punishments

The IU Disciplinary Committee will recommend the punishment according to the gravity of the case after giving the defaulter full opportunity to give his/her point of view. This must be done before recommending the punishment to the Campus Director.

7.16.4 Appeals

An appeal to challenge the ruling made by the Disciplinary Committee may be lodged to the **Appellate Committee** within fifteen days of the decision's announcement. The Appellate Committee will review the appeals made against Disciplinary Committee decisions. The Director QEC will serve as the Chairperson of the Appellate Committee, whereas the Campus Director or Dean or Nominee, and a female Dean will be the members of the Appellate Committee. The Appellate Committee will perform the following functions:

- i. To review and evaluate appeals against Disciplinary Committee decisions, including all relevant documentation, evidence, and testimonies.
- ii. To make a final and binding recommendation on the appeal, which may involve upholding, overturning, or modifying the original decision.
- iii. To ensure compliance with the University policies, legal requirements, and principles of natural justice, and provide recommendations for improving disciplinary procedures and policies.

The Appellate Committee must submit its recommendations within three working days of receiving the application to the President/Vice Chancellor, who will make the final decision.

7.17 Federal/Provincial Laws and Ordinances

Violation of a Federal/Provincial law or ordinance will be dealt accordingly under these laws.

7.18 Gender Mixing

Students are strictly reminded to follow the accepted social and cultural norms of the society. Undue intimacy and unacceptable proximity, openly or in isolated areas will not be tolerated. The tendency of taking advantage of common places like cafeteria, and shops, etc. is objectionable and undesirable. Students are also advised to avoid movement in mixed groups in the campus after sunset.

7.19 Littering

It is the responsibility of all to keep the Campus environment clean and tidy. No littering or trash should be carelessly thrown or left on the Campus premises. The designated waste boxes should be used to deposit the refuse.

7.20 Sports

All individuals and teams involved in sports are expected to show sportsmanship, respect, consideration and appreciation towards their opponents, teammates, officials and University staff at all times.

- i. Under no circumstances should a player or sports person react in a violent manner nor use any form of foul or abusive language, whether it is directed at a member of staff, match official, opponent, playing colleague, team official or spectator.
- ii. Individuals signing the player registration form are agreeing to abide by this code of conduct and will accept that any deviation from these rules will result in disciplinary action by the University.
- iii. Persons under the influence of drugs are not permitted to participate in sports activities at the University and as such the defaulters shall be liable to disciplinary action by IU.
- iv. Finally, it's important to keep in mind that referees, umpires, and officials are not infallible. You may not always agree with every decision made, and like players, umpires and sports officials are also susceptible to making mistakes.

7.21 Dress Code

In order to uphold the academic dignity and sanctity of the educational institution, both faculty and students are expected to attire themselves in decent and modest clothing. The intention behind the dress code is to offer fundamental guidelines for appropriate attire on the IU campus, rather than imposing stringent restrictions or enforcement measures. It is also assumed that the highly educated faculty and students of IU will, with an understanding of the university's norms and culture, dress in a dignified manner. The guidelines regarding dress code for students are as follows:

Male Students

Summer

- i. Dress trouser with shirt. Tie optional.

- ii. Shalwar Kameez with waist coat.
- iii. Closed Shoes / Closed Chappals with straps (Slippers not allowed).
- iv. Safari Suit.

Winter

- i. Dress trouser – Shirt with coat or Sweater / Jacket.
- ii. Closed or open Collar – Lounge suit / combination.
- iii. Shalwar Kameez with waist coat / coat
- iv. Closed Shoes / Closed Chappals with straps (Slippers not allowed).

Female Students

- i. Sober and decent clothing (both summer & winter).

Guidelines for Students

Students must adhere to the dress code guidelines and should refrain from wearing the following during classes:

- i. Shorts and sleeveless shirts.
- ii. T-shirts or dresses featuring language or artwork that may be deemed provocative, indecent, or offensive to others.
- iii. Clothing that is shabby or torn.
- iv. Jogging or exercise attire during classes.
- v. Untidy, flashy, or immodest clothing in classrooms, the cafeteria, and university offices.
- vi. Unprofessional attire, such as jeans, brightly colored clothing, or casual shoes, during formal programs and interviews.
- vii. Tight or see-through clothing for female students.
- viii. Excessive makeup or expensive jewelry for female students.
- ix. Wearing any type of turban is prohibited on IU premises

7.22 Greetings

Students are encouraged to cultivate the practice of using respectful and inclusive greetings when meeting and interacting with colleagues, faculty, and staff of the university. For Muslim students, this may include exchanging Islamic greetings, such as "Assalam O Alekum / Walekum Assalam," as an essential aspect of Islamic etiquette. Non-Muslim students are encouraged to use equivalent courteous greetings, such as "Hello," "Good morning," or "Good afternoon," fostering a culture of mutual respect and inclusivity in our diverse university community.

Annexure A

Form UG1 - Undertaking of Result Awaiting Students



UNDERTAKING OF RESULT AWAITING STUDENTS

(FOR RESULT AWAITED STUDENTS)

Student Name:	Fathers Name
Program Applied In:	Last Qualification:
Admission Code:	Admit Card Number: APP- -2024
HSC Passing Year:	HSC Roll Number:

I, solely affirm and undertake that I have been provisionally admitted in Iqra University, in a Bachelors Program as a "**Result awaited/Provisional**" Student. I am fully aware that my admission is conditional and subject to passing/providing my Intermediate (HSC-II) or equivalence certificate provided by IBCC (Inter Board Committee of Chairman) with the minimum required percentage as per the admission policy of Iqra University.

I will submit my Intermediate or equivalent result as per the provided timeline provided by the university.

In case, I fail to achieve the minimum required percentage or provide the required documents after the announcement of HSC-II or Equivalent result as per the admission policy of Iqra University. I shall withdraw my admission from the degree program immediately; otherwise, the university reserves the right to cancel my admission at any point of time without any refund of fees.

By signing this undertaking, I hereby acknowledge that I have read and understood the document, and all of the above-mentioned details are true and correct to the best of my knowledge.

Dated: _____

Name and Signature of Applicant: _____

CNIC Number of Applicant: _____ - _____ - _____

Name and Signature of Guardian: _____

CNIC Number of Guardian: _____ - _____ - _____

Final Course Outlines



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	CSC10202-11
Course Title	Introduction to Maths
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines
<u>Team Building</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions
<u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas
<u>Ethics and Social Responsibility</u> PLO6: Exhibit work ethics and promote sustainable development goals

4. Course Description
This course is an introductory mathematics course which will cover basic skills in numeracy, algebra, linear function, graphing, matrix algebra and mathematics of finance. The course aims to provide a sound foundation in basic mathematical skills and an introduction to their application to problem solving.

5. Course Objectives

This course has been designed keeping the following objectives in mind:

1. To make the basic concepts and foundation of mathematics strong.
2. To use the scientific calculator more scientifically and smartly.
3. Can understand and convert the business life problems into mathematical problems and find the suitable solution by using the appropriate technique of mathematics.
4. To prepare the students for higher/advanced quantitative courses.

6. Course Learning Outcomes (CLO)

1. **Recall** the basic concepts of mathematics like LCM, HCF, Ratio, and Proportions etc.
2. **Understand** the applications of mathematical equations and functions involving single and multiple variables in linear and quadratic form.
3. **Presenting** the problems in business by formulating appropriate equations and functions to solve them.
4. **Implement** the concept of matrices for solving the real world problems related to business, economics, and accounting etc.
5. **Apply** the concepts of Interest and Annuities in the applications related to Financial Mathematics

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO1.1	Recall the basic concepts of mathematics like LCM, HCF, Ratio, and Proportions etc.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
CLO1.2	Understand the applications of mathematical equations and functions involving single and multiple variables in linear and quadratic form.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
2	Team Building		
-	-	-	-
3	Critical Thinking and Decision Making		
CLO3.1	Implement the concept of matrices for solving the real world problems related to business, economics, and accounting etc.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
CLO3.2	Apply the concepts of Interest and Annuities in the applications related to Financial Mathematics	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam

4	Communication		
CLO4.1	Presenting the problems in business by formulating appropriate equations and functions to solve them.	Live sessions Video Lectures Practice Questions Web resources	Quizzes Assignments Mid-Term Exam Final Exam
5	Entrepreneurship and Leadership		
6	Ethics and Social Responsibility		

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 3.1	PLO 3
4	CLO 3.2	PLO 3
5	CLO 4.1	PLO 4

9. Course Contents		
Session	Topic	Recommended Readings
1	Review Of Arithmetic Operations & Algebra <ul style="list-style-type: none"> Basic Arithmetic including BODMAS, LCM, HCF. Ratio and Proportions Percentage and Average Expressions, Equations and their Properties 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
2	Linear and Quadratic Equations <ul style="list-style-type: none"> Solution of First Degree Equations Solution of Second Degree Equations 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
3	Formation of Equation <ul style="list-style-type: none"> Absolute Value Representations Distance and Midpoint Formula Slope and its Interpretation Formation of Equation of Line by Slope, Points and Intercepts 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
4	Linear Functions <ul style="list-style-type: none"> Functions and Their Types Composite Functions Sketching the Linear Functions 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick

	<ul style="list-style-type: none"> • Domain and Range of Functions 	
5	Linear Functions and their Applications <ul style="list-style-type: none"> • Cost, Revenue and Profit Functions • Depreciation, Book Value and Salvage Value 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
6	Linear Functions and their Applications <ul style="list-style-type: none"> • Straight Line Depreciation • Law of Supply and Demand 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
7	Linear Functions and their Applications <ul style="list-style-type: none"> • Market Equilibrium • Break-even Model & Profit Margin 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
8	Midterm Examination	
9	System Of Linear Equations <ul style="list-style-type: none"> • Nature of Lines • Nature of Solution (No solution, Infinite Many Solution and Unique Solution) • Sketching on Graph. 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
10	Formation & Application of Quadratic Equation	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
11	Matrix Algebra <ul style="list-style-type: none"> • Definition, Uses and Different Types of Matrices • Addition and Subtraction of Two Matrices • Scalar Multiplication of Matrix • Product of Matrices • Determinant of a Matrix 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
12	Matrix Algebra <ul style="list-style-type: none"> • Adjoint of a Matrix • Matrix Inverse • Solution of Equation by Matrix Method • Cramer's Rule for the Solution of Equations 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
13	Mathematics Of Finance <ul style="list-style-type: none"> • Simple Interest • Compound Interest • Effect of Compounding Periods on Interest • Nominal and Effective Interest Rates 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick

14	Mathematics Of Finance <ul style="list-style-type: none"> • Future Value of Annuity • Present Value of Annuity • Size of Annuity 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
15	Mathematics Of Finance <ul style="list-style-type: none"> • Mortgages • Cash Flow and NPV • Internal Rate of Return 	Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 6, 11, 14	15%
2	Midterm Examination	8	25%
3	Assignments	3, 5, 10, 13	20%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

Applied Mathematics for Business, Economics, and the Social Sciences by Frank. S. Budnick – Latest Edition

14. Reference Books & Learning Material

- Business Math by Cheryl Cleaves, Margie Hobbs and Jeffrey Noble – Latest Edition
- Fundamental methods of Mathematical Economics by Alpha Chiang, 4th Edition.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Introduction to Environmental Studies
Credit Hours	03
Pre-requisite	
Program	BBA
Semester	Fall 2024

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<p><u>Awareness of Multidisciplinary perspective</u> PLO1: It embraces a wide variety of topics from different areas of study, focuses on the subject areas of environmental studies or related disciplines, such as geography, planning, environmental, or architecture.</p> <p><u>Practical skills</u> PLO2: The ES helps students develop practical skills and knowledge required to critically evaluate environmental problems and issues, and provide applied solutions.</p> <p><u>Scientific knowledge</u> PLO3: It provides the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.</p> <p><u>Project Based Learning</u> PLO4: Demonstrate environmental knowledge through practical assignment by working in a real environment.</p> <p><u>Creativity</u> PLO5: Apply creativity by making use of 3R's (Reduce, reuse and recycle) towards sustainable development goals.</p> <p><u>Analytical skills</u> PLO6: To identify and analyze environmental problems both natural and human-made because adverse impacts to this environment affect the well-being of humans and other living organisms.</p>

Problem solving skills

PLO 7: This course to help students to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

4. Course Description

It has several major unifying constructs, or themes, that cut across the many topics included in the course.

The following themes provide a foundation for the structure of the (ES) course, designed under five themes including, Introduction to Environmental Studies, The Living World, Land and Water Use, Energy Resources and Consumption, and Global Change.

5. Course Objectives

- Familiarize with definition, scope and various terminologies commonly used in environmental studies
- Summarize and describe global, regional, and landscape scale environmental processes and systems
- Identify common and adverse human impacts on biotic communities, soil, water, and air quality
- Discuss environmental issues and suggest sustainable strategies to mitigate them
- Complete field work project

6. Course Learning Outcomes (CLO)

LO1: Explain the environment system in the global and Pakistan context

LO2: Explain the basics concepts pertaining to earth systems and environmental studies

LO3: Describe the impact of weather and climate on the people in global context

LO4: Differentiate among types of ecosystems in the environment

LO5: Identify major components of earth systems

LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony

LO7: Compare and contrast between sustainable and non-sustainable choices in the 21st Century

LO8: Critically analyze the key events and factors that contribute in the Environmental issues

LO9: Analyze role of natural Biochemical cycles in the environment systems
 LO10: Evaluate the roles and contributions humans in the environmental issues
 LO11: Determine whether renewable or nonrenewable energy are sustainable options for 21st Century
 LO12: Considering various perspectives, develop their understanding of Earth Systems
 LO13: Design field project/s and develop learning evidences of field experience

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	<u>Awareness of Multidisciplinary perspective</u>		
CLO1.1	LO1: Explain the environment system in the global and Pakistan context	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.2	LO2: Explain the basics concepts pertaining to earth systems and environmental studies	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.3	LO3: Describe the impact of weather and climate on the people in global context	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.4	LO4: Differentiate among types of ecosystems in the environment	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO1.5	LO5: Identify major components of earth systems	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation
CLO 1.12	LO12: Considering various perspectives, develop their understanding of Earth Systems	Lecture Reading Assignments Case Studies Group Discussion	Examination Presentation

2	<u>Practical skills</u>		
CLO2.6-	LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony	- Group Discussions	Field work
3	<u>Scientific knowledge</u>		
CLO.3.9-	LO9: Analyze role of natural Biochemical cycles in the environment systems -	Reading Assignments Case Studies Group discussions -	Examination Presentation -
4	<u>Project Based Learning</u>		
CLO4.13	LO13: Design field project/s and develop learning evidences of field experience -	Group Discussion	Project
5	<u>Creativity</u>		
CLO5.7 CLO5.6	LO7: Compare and contrast between sustainable and non-sustainable choices in the 21st Century LO6: Apply a range of critical thinking skills, including the ability to read and interpret field based scenarios on land and water usage for environmental harmony	Case Studies Group Discussion	Project
CLO6.8 CLO6.10	<u>Analytical skills</u> LO8: Critically analyze the key events and factors that	Reading Assignments Case Studies Group Discussion	Examination Presentation

	contribute in the Environmental issues LO10: Evaluate the roles and contributions humans in the environmental issues		
CLO7.11	<u>Problem solving skills</u> LO11: Determine whether renewable or nonrenewable energy are sustainable options for 21st Century [Th4]	Group Discussions	Projects/Field work

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 1.3	PLO 1
4	CLO 1.4	PLO 1
5	CLO 1.5	PLO 1
6	CLO 1.12	PLO 1
7	CLO 2.6	PLO 2
8	CLO 3.9	PLO 3
9	CLO 4.13	PLO 4
10	CLO 5.7	PLO 5
11	CLO 5.6	PLO 5
12	CLO 6.8	PLO 6
13	CLO 6.10	PLO 6
14	CLO 7.11	PLO 7

9. Course Contents		
Session	Topic	Recommended Readings
1	<ul style="list-style-type: none"> Definition, scope and importance Earth System Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude) 	Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i> . New York: Routledge.

	<ul style="list-style-type: none"> • 	
2	<ul style="list-style-type: none"> • The Atmosphere (Composition; structure; weather and climate; and atmospheric circulation) • Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation) • Soil and Soil Dynamics (Rock cycle; formation; composition; soil conservation) • 	Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i> , Jones & Bartlett.
3	<ul style="list-style-type: none"> • Ecosystem Structure (Biological populations and communities; ecological niches; interactions among species; major terrestrial and aquatic biomes) • Energy Flow (Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids) 	Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i> . McGraw-Hill Higher Education.
4	<ul style="list-style-type: none"> • Ecosystem Diversity (Biodiversity; natural selection; evolution; ecosystem services) • Natural Ecosystem Change (Climate shifts; species movement; ecological succession) 	Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i> . Pearson.
5	<ul style="list-style-type: none"> • Natural Biogeochemical Cycles (Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter) 	A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i> . New York: W.H. Freeman.:ISBN: Paper 978-1429240291

6	<ul style="list-style-type: none"> ● Agriculture ● Forestry (Tree plantations; forest fires; forest management; national forests) ● Rangelands (Overgrazing; deforestation; desertification; rangeland management; federal rangelands) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
7	<ul style="list-style-type: none"> ● Mining (Mineral formation; extraction; global reserves; relevant laws and treaties) ● Fishing (Fishing techniques; overfishing; aquaculture; relevant laws and treaties) ● Global Economics (Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York:</p>

		W.H. Freeman.:ISBN: Paper 978-1429240291
8	Midterm Examination	
9	<ul style="list-style-type: none"> • Energy Concepts (Energy forms; Laws of Thermodynamics in biological system) • Energy Consumption (History (Industrial Revolution; exponential growth; energy crisis) present global energy use and Future energy needs) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
10	<ul style="list-style-type: none"> • Fossil Fuel Resources and Use (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; environmental advantages/disadvantages of sources) • Nuclear Energy (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p>

	human health; radioactive wastes; nuclear fusion)	A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i> . New York: W.H. Freeman.:ISBN: Paper 978-1429240291
11	<ul style="list-style-type: none"> Hydroelectric Power (Dams; flood control; salmon; silting; other impacts) Renewable Energy (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J .H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories, (6th Edition)</i>. Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
12	<ul style="list-style-type: none"> Stratospheric Ozone (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p>

		<p>Withgott, J.H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories</i>, (6th Edition). Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
13	<ul style="list-style-type: none"> Global Warming (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties) Loss of Biodiversity (Habitat loss; overuse; pollution; introduced species; endangered and extinct species; maintenance through conservation; and relevant laws and treaties) 	<p>Allaby, Michael, A. (1996). <i>Basics of Environmental Science (2nd Edition)</i>. New York: Routledge.</p> <p>Chiras,D.D. (2001). <i>Environmental Science: Creating a Sustainable Future (6th Edition)</i>, Jones & Bartlett.</p> <p>Enger, E and Smith,B. (2010). <i>Environmental Science: A Study of Interrelationships (12th Edition)</i>. McGraw-Hill Higher Education.</p> <p>Withgott, J.H & Laposata, M (2018). <i>Essential Environment: The Science Behind the Stories</i>, (6th Edition). Pearson.</p> <p>A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). <i>Essentials of Environmental Science</i>. New York: W.H. Freeman.:ISBN: Paper 978-1429240291</p>
14	Project	Related to SDGs
15	Project	Related to SDGs
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	E-Portfolio	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	30%
3	Group Project/Individual project	2, 4, 6, 13	25%

4	Final Examination	16	35%
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11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)
<ol style="list-style-type: none"> 1. Allaby, Michael, A. (1996). Basics of Environmental Science (2nd Edition). New York: Routledge. 2. Chiras,D.D. (2001). Environmental Science: Creating a Sustainable Future (6th Edition), Jones & Bartlett. 3. Enger, E and Smith,B. (2010). Environmental Science: A Study of Interrelationships (12th Edition). McGraw-Hill Higher Education. 4. Withgott, J .H & Laposata, M (2018). Essential Environment: The Science Behind the Stories, (6th Edition). Pearson. 5. A.J. Friedland, R. Relyea, and D. Courard-Hauri. (2012). Essentials of Environmental Science. New York: W.H. Freeman.:ISBN: Paper 978-1429240291

14. Reference Books & Learning Material
<ul style="list-style-type: none"> ● Colin Robson (2007). How to Do a Research Project: A Guide for Undergraduate Students. Oxford, U.K.: Blackwell. ● ● The Journal of Environmental Studies and Sciences ● https://link.springer.com/journal/13412 \ ● ● https://agricultureandfoodsecurity.biomedcentral.com/articles/10.1186/2048-7010-3-6

15. Code of Conduct
<ul style="list-style-type: none"> ● Follow the University attendance policy. ● Observe the class schedule. ● Keep cell phone off during the class. ● Submit assignments as per requirements. ● Maintain a disciplined, and respectful attitude towards the teacher and fellow students. ● Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	CSC11102-11
Course Title	Introduction to Information and Communication Technology
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines
<u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions
<u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas
<u>Ethics and Social Responsibility</u> PLO6 Exhibit work ethics and promote sustainable development goals

4. Course Description
As we live in the Computer Age and most of our day-to-day activities are being influenced by the use of computers. While in some areas like Science & Technology improvements cannot be achieved without computer, it has become necessary for everyone to have knowledge of computers. This course, intended for new students without a computer science background, covers the core components seen in a computer science undergraduate curriculum on which other computer science courses rely.

5. Course Objectives

1. Analyze computer systems and assess their components to determine performance requirement for home, office and industry use.
2. Learn how network and internet works and manage small home/office networks, analyze potential threats to a network deploy software/hardware to protect networks from such attacks.
3. Understand the need of database management systems, various types and basics of relational database.

6. Course Learning Outcomes (CLO)

1. Identify the components of a computer system and describe the basic knowledge of commonly used computer applications.
2. Explain the basics of computer organization including memory and storage elements.
3. Understand how large networks work and what how to protect from network attacks.
4. Understand basic database management systems and design relational databases.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Basic Computer Knowledge		
CLO1	Identify the components of a computer system and describe the basic knowledge of commonly used computer applications.	Lecture Reading Assignments	Examination Quizzes Assignment
2	Core Computer Components and Technologies		
CLO2	Explain the basics of computer organization including memory and storage elements.	Lecture Reading Assignments	Examination Quizzes Assignment
3	Networking Concepts		
CLO3	Understand how large networks work and what how to protect from network attacks.	Lecture Reading Assignments	Examination Quizzes Assignment
4	Information and Management Systems		
CLO4	Understand basic of E Commerce, Information Systems, database management systems and design relational databases.	Lecture Reading Assignments	Examination Quizzes Assignment

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1, PLO6
2	CLO 2	PLO 1
3	CLO 3	PLO 1
4	CLO 4	PLO 1

9. Course Contents		
Session	Topic	Recommended Readings
1	Introduction to the World of Computers, Computer in your life Parts of a Computer System: Hardware, Software, Users Data, Introduction and Characteristics of Information Technology Functions of the Information Technology	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 1
2	The System Unit: Processing Number System Conversion Inside the System Unit: Computing, Storing, and Communication Typical CPU Components, System Clock and Machine cycle, Future Trends	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 2
3	Motherboard Ports and Cables, Expansion Cards and Slots Buses, RAM and ROM	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 2
4	Storage Systems Characteristic Primary Storage and Secondary Storage Network and Cloud Storage Other types of Storage Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 3
5	Different types of keyboards and pointing devices Types of scanners, readers, and digital cameras Audio input and Output devices Types of display devices and how they work Types of printers and how they work	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 4
6	Differences between system software and application software Functions of and differences among operating systems	Understanding Computers: Today and Tomorrow,

	Various types of operating systems Functions of and various types of utility programs	Comprehensive 15th Edition, Chapter 5
7	General characteristics and Types of application software Word processing, Spreadsheet, Database Presentation graphics, Graphics and multimedia software Overview of other types of application software	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 6
8		
9	Introduction to networks and their Applications Network Characteristics Network Architecture and Topologies	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 7
10	Network Size and Coverage Area Data Transmission Characteristics Wired Networking Media Wireless Networking Media Cellular Radio Transmissions	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 7
11	Ethernet Networking Adapters Networking Hardware Networking Hardware for Connecting Devices and Networks	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 8
12	Introduction to E-Commerce Advantages and Disadvantages of E-Commerce Categories of types of E-Commerce E-Commerce Business Models	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 11
13	Introduction to Information System Users of Information Systems Paradigm of User-Group Types of Information Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 12
14	Introduction to SDLC Components of SDLC SDLC Usefulness	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 12
15	Database and Database Management Systems Components of Database Artificial Intelligence, Areas of AI, Natural Language Processing, Expert Systems	Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition, Chapter 14
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes and Assignments	3, 5, 7, 10, 12	25%
2	Midterm Examination	8	25%
3	Project	14, 15	10%
5	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)
1. Understanding Computers: Today and Tomorrow, Comprehensive 15th Edition.

14. Reference Books & Learning Material
<ul style="list-style-type: none"> • Computer Science By C.S.French ,Edition: Fifth • Using Information Technology, A Practical Introduction to Computers & Communications By Brian K. Williams & Stacey C. Sawyer Edition: Sixth • Introduction to Computers By Peter Nortons, Edition: Fifth

15. Code of Conduct
<ul style="list-style-type: none"> • Follow the University attendance policy. • Observe the class schedule. • Keep cell phone off during the class. • Submit assignments as per requirements. • Maintain a disciplined, and respectful attitude towards the teacher and fellow students. • Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HMT22101-11
Course Title	Islamic Studies
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment
<u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment
<u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology
<u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment
<u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals

4. Course Description
This course will introduce the concept of religion as a basic social institution and will give an overview of major religions of the world. Its major focus is on the religion Islam as a complete code of life

5. Course Objectives

1. To help the student develop a better understanding of Religion and its significance and role in human life.
2. To enable him/her to have a basic understanding of Major religions of the world.
3. To enable him/her to understand the concept of Prophet hood and its significance.
4. To develop a better understanding of the life of Prophet Muhammad (PBUH).
5. To understand Islamic concept of worship (Ibadat)"
6. To have an awareness about the Human Rights in the light of Quran and Sunnah.
7. To have a sound knowledge of Islamic code of Life-Economic, Political, and Social concepts of Islam.

6. Course Learning Outcomes (CLO)

1. Better understanding of Religion, its significance and role in human life.
2. A basic understanding of the Major religions of the world.
3. Understanding of the concept of Prophet hood and its significance.
4. A liking to model his/her life on the footsteps of our Holy Prophet Muhammad (PBUH).
5. Understanding of Islamic concept of worship (Ibadat)"
6. Awareness about the Human Rights in the light of Quran and Sunnah.
7. A sound knowledge of Islamic code of life-Economic, Political, and Social concepts of Islam.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Religion: Definition	Lecture Reading Assignments Group Discussion	Examination Quizzes
CLO1.2	Reasons for its existence.	Lecture Reading Assignments case studies	Examination Quizzes Presentation
2	Leadership Skills		
-	The life of Holy Prophet Muhammad (PBUH)	-	-
3	Communication Skills		
-	-	-	-
4	Experiential Learning		
CLO4.1	Significance and role in human life.	Lecture Reading Assignments Group Discussion	Project
5	Ethics and Values		
CLO5.1	Major religions of the world	Lecture Reading Assignments	Examination Quizzes

		Group Discussion case studies	Presentation
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8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 4.1	PLO 4
4	CLO 5.1	PLO 5

9. Course Contents		
Session	Topic	Recommended Readings
1	Religion: Definition.	An Introduction to Islamic Ideology- by Anwer Hashmi, Karachi Book Centre, Karachi. (Latest Edition).
2	Reasons for its existence.	Islam, An Introduction - by Aisha Bawani Waqf, Karachi. (Latest Edition).
3	Significance and role in human life.	Islamic Education- by M.D Zafar, Aziz Depot, Urdu Bazar, Lahore. (Latest Edition).
4	Major religions of the world.	
5	The life of Holy Prophet Muhammad (PBUH).	
6	Islamic concept of worship (Ibadat)" The Articles of Faith.	
7	The Five Pillars of Islam and Sources of religious and legal authority.	
8	Midterm Examination	
9	Rights in Quran and Duties and Character of a Muslim in Quran.	In addition, the teacher may prescribe any additional reading material.
10	Islamic Social & Political System.	Towards Understanding Islam- by S. Abdullah Maududi, Idara Tarjuma-e-Qur'an (Pvt) Ltd., Urdu Bazar, Lahore.
11	Islamic code of life.	
12	Concept of Worship and Zakat in Islam.	
13	Concept of Worship and Fasting in Islam.	
14	Human right in Islam. Islamic	

	ethics in surah hujrat	
15	Islamic code of life and economic system	Muhammad - The life and Message- by Allama Syed Sulaiman Nadvi, Aisha Bawani Waqf, Karachi
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

1. Islamic Education- by M.D Zafar, Aziz Depot, Urdu Bazar, Lahore. (Latest Edition).

14. Reference Books & Learning Material

- Towards Understanding Islam- by S. Abdullah Maududi, Idara Tarjuma-e-Qur'an (Pvt) Ltd., Urdu Bazar, Lahore.
- Muhammad - The life and Message- by Allama Syed Sulaiman Nadvi, Aisha Bawani Waqf, Karachi.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM11103-11
Course Title	Functional English
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines	
<u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams	
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions	
<u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology	
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas	
<u>Ethics and Social Responsibility</u> PLO6 Exhibit work ethics and promote sustainable development goals	

4. Course Description	
The course develops students' ability to communicate effectively in English language in different contexts. Through the different modules taught in the course, the students will develop communicative competence beyond the classroom. The traditional curriculum does not provide learners with opportunities to understand the practicality of the functional concepts taught. The Functional English course in comparison focuses on teaching learners the application of English language skills. It also focuses on ensuring that students read effectively and fluently whilst	

improving their comprehension skills, acquire a wide vocabulary, and develop an understanding of grammar and knowledge of different conventions of spoken language, reading and writing. The course also assists them to write clearly, accurately, and coherently for different contexts in a variety of styles and uses discussions as a way to learn and explain their understanding and ideas.

5. Course Objectives

The objectives of the course are to enable the students to:

- use the four skills of language in an accurate manner
- gain an understanding of making (group and individual) academic presentations
- use reading strategies for comprehension and vocabulary development
- develop coherent paragraphs in writing
- write well-structured essays on the given topics.
- review grammar concepts for use in speech and writing
- focus on vocabulary development for effective speech and writing

6. Course Learning Outcomes (CLO)

The main outcomes of the course are to enable the students to:

1. develop communicative competence
2. make academic presentations
3. employ reading comprehension skills
4. focus on different conventions of writing
5. demonstrate accurate use of grammar and vocabulary in speech and writing

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	<ul style="list-style-type: none"> ● make academic presentations ● demonstrate accurate use of grammar and vocabulary in speech and writing 	Lecture (online and recorded) Grammar and vocabulary Practice Exercises	SALC Presentation Quizzes Assignments Examination
2	Team Building		

-	<ul style="list-style-type: none"> make (group and individual) academic presentation 	Lecture (online and recorded) Group Discussion	Presentations
3	Critical Thinking and Decision Making		
-	<ul style="list-style-type: none"> employ reading comprehension skills focus on different conventions of writing demonstrate accurate use of grammar and vocabulary in speech and writing 	Lectures (online and recorded) Reading Passages Writing Activities Grammar and vocabulary Practice Exercises	SALC Quizzes Activities and assignments Examination
4	Communication Skills		
	<ul style="list-style-type: none"> develop communicative competence 	Lectures (online and recorded) Debut Role Play Group Discussions	SALC Activities and assignments Examination Presentations
5	Entrepreneurship and Leadership		
	-		
6	Ethics and Social Responsibility		
	-		

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 2, CLO 5	PLO1
2	CLO 2	__PLO2
3	CLO3, CLO4, CLO5	PLO3
4	CLO1	PLO4

9. Course Content		
Session 1	Topic	Recommended Readings

Speaking Activity <ul style="list-style-type: none"> • Introductions – Getting to know each other Listening Comprehension <ul style="list-style-type: none"> • Listening vs Hearing • Active Listening Strategies • Listening Comprehension Exercise 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP.
Session 2	TOPIC	
Grammar <ul style="list-style-type: none"> • Parts of Speech Listening Comprehension <ul style="list-style-type: none"> • Listening for the main idea • Listening Comprehension Exercise 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP. Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 3	Topic	
Grammar <ul style="list-style-type: none"> • Types of Sentences • Types of Clauses • Practice Exercises Vocabulary Building <ul style="list-style-type: none"> • Essential Vocabulary – 10 words • Synonyms, Antonyms & Homophones • Practice exercises 		Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press Bloomberg, M., Leibb, J., & Traiger, A. (2012). <i>504 Absolutely Essential Words</i> (6 th ed.). New York: Barrons Publishers.
Session 4	Unit Topic	
Grammar <ul style="list-style-type: none"> • Present Tenses: Present Simple, Present Continuous, Present Perfect & Perfect Continuous • Usage of the tense • Structure of the tense • Practice Exercises 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP. Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 5	Unit Topic	

Reading Comprehension <ul style="list-style-type: none"> • Effective Reading Strategies • Skimming & Scanning Techniques • Previewing & Predicting • Practice Exercises 		
Session 6	Unit Topic	
Grammar <ul style="list-style-type: none"> • Past Tenses: Past Simple, Past Continuous, Past Perfect & Perfect Continuous • Usage of the tense • Structure of the tense • Practice Exercises 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP. Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press
Session 7	Unit Topic	
Summary Writing <ul style="list-style-type: none"> • Identifying the key points • Making notes • Writing concisely • Practice Exercises Reading Comprehension <ul style="list-style-type: none"> • Reading Comprehension Practice Exercise 		Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i> . Karachi: OUP.
WEEK 8 MIDTERM EXAMINATION		
Session 8	Unit Topic	

	Writing Process <ul style="list-style-type: none"> • Writing Process: Planning, Drafting, Revising & Editing • Pre-writing Strategies: Listing, Mind mapping/Clustering & Questioning • Practice Paragraph Writing <ul style="list-style-type: none"> • Topic Sentences • Supporting Ideas & Details • Concluding Sentences • Paragraph writing practice 	<p>.</p> <p>Zeemach, D. E., & Islam, C. (2004). <i>Paragraph writing: From sentence to Paragraph</i>. New York: Macmillan Education.</p>
Session 9	Unit Topic	
	Basics of Academic Presentations <ul style="list-style-type: none"> • Purpose & audience of presentations • Choosing suitable topics for presentations • Structure of Presentations • Verbal and Non-verbal communication • Overcoming nervousness Vocabulary Building <ul style="list-style-type: none"> • Learning Essential Vocabulary – 10 words • Prefixes & Suffixes • Practice exercises 	<p>Siddons, S. (2008). <i>The complete presentations skills handbook</i>. Philadelphia: Kogan Page Limited.</p> <p>Bloomberg, M., Leibb, J., & Traiger, A. (2012). <i>504 Absolutely Essential Words</i> (6th ed.). New York: Barrons Publishers.</p>
Session 10	Unit Topic	
	Grammar <ul style="list-style-type: none"> • Future Tenses: Future simple, Future continuous, Future Perfect & Perfect Continuous • Structure of the tense • Practice Exercises Speaking: Oral Presentations	<p>Murphy, R. (2013). <i>Essential Grammar in Use</i> (4th ed.). New Delhi : Cambridge University Press</p> <p>Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i>. Karachi: OUP.</p> <p>.</p>
Session 11	Unit Topic	

Grammar <ul style="list-style-type: none"> • The usage of Punctuation Marks (comma, inverted commas, colon, semi-colon & apostrophe) Speaking <ul style="list-style-type: none"> • Oral Presentations 		<p>Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi : Cambridge University Press</p> <p>Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i>. Karachi: OUP.</p>
Session 12	Unit Topic	
Grammar <ul style="list-style-type: none"> • Active & Passive Voice • Rules for changing Active into Passive Voice • Form & Usage of active and passive voice • Practice Exercises 		<p>Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i>. New York: Macmillan Education</p> <p>Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi: Cambridge University Press.</p>
Session 13	Unit Topic	
Writing <ul style="list-style-type: none"> • Essay Structure • Writing effective introductions and conclusions • Writing a Narrative Essay 		<p>Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i>. New York: Macmillan Education.</p> <p>Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi: Cambridge University Press.</p>
Session 14	Unit Topic	

Process Essay Writing <ul style="list-style-type: none"> • Features of process Essays • Language used in process essays • Organization of information 	Zeemach, D. E., & Islam, C. (2004). <i>Academic writing: From Paragraph to Essay</i> . New York: Macmillan Education
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10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	5, 10	5%
2	Midterm Examination	8	25%
3	SALC	3-10	20%
4	Presentations	9	10%
5	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)
Not any particular book is being assigned to this course however a customized course pack has been provided to the Functional English students.

14. Reference Books & Learning Material
<ul style="list-style-type: none"> • Howe, D., Kirkpatrick, T. A., & Kirkpatrick, D. L. (2005). <i>English for Undergraduates</i>. Karachi: OUP. • Murphy, R. (2007). <i>Essential Grammar in Use</i> (3rd ed.). New Delhi : Cambridge University Press. • Murphy, R. (2013). <i>English Grammar in Use</i> (4th ed.). New Delhi: Cambridge University Press. • Bloomberg, M., Leibb, J., & Traiger, A. (2012). <i>504 Absolutely Essential Words</i> (6th ed.). New York: Barrons Publishers.

- Siddons, S. (2008). *The complete presentations skills handbook*. Philadelphia: Kogan Page Limited.
- Zeemach, D. E., & Islam, C. (2004). *Academic writing: From Paragraph to Essay*. New York: Macmillan Education.
- Zeemach, D. E., & Islam, C. (2004). *Paragraph writing: From sentence to Paragraph*. New York: Macmillan Education.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HMT231
Course Title	Ideology and Constitution of Pakistan
Credit Hours	02
Pre-requisite	N/A
Program	All Undergraduate and Associate Degree Programs
Semester	1

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
As per Program in which this course is taught.

4. Course Description
This course offers a comprehensive exploration of the dynamic processes shaping the evolution of constitutions and governance systems within Pakistan. By assessing the influence ideology, it delves into the historical, theoretical, and practical dimensions of Pakistan's constitutional development. Students will gain a deeper understanding of how transitions between systems, how constitutions are crafted and modified, and how institutions adapt to changing circumstances within the Pakistani context.

5. Course Objectives

1. Understand the role of ideology in shaping the evolution of constitutional frameworks and governance systems in Pakistan.
2. Explain the political decision-making process and constitution amendments
3. Recognize the constitutional crisis and its implications in Pakistan
4. Examine practical challenges in crafting and amending constitutions within the Pakistan's context.
5. Analyze the ethical and legal dimensions of constitutional provisions pertaining to rights and responsibilities of Pakistani citizens.

6. Course Learning Outcomes (CLO)

CLO 1: Demonstrate a deep understanding of key concepts of constitutional framework
CLO 2: Develop critical thinking in understanding governance system of Pakistan.
CLO 3: Assess how Pakistani political institutions adapt to changing circumstances.
CLO 4: Apply political concepts in solving societal problems and decision making
CLO 5: Propose strategies for addressing constitutional and governance issues in Pakistan.

7. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	As PLOs of program
2	CLO 2	
3	CLO 3	
4	CLO 4	
5	CLO 5	

8. Course Contents

Session	Topic	Recommended Readings
1	Introduction to Ideology <ul style="list-style-type: none">• Meaning of ideology• Importance of ideology for a nation• Relationship between ideology and power• Ideology in contemporary politics	Kazimi, M.R. Pakistan Studies. Oxford University Press.
2	Historical Background of Pakistan's Ideology <ol style="list-style-type: none">a. Aligarh Movementb. Partition of Bengal (1905)c. Simla Deputation (1906)d. Two-Nation Theorye. Khilafat Movement	Rabbani, I. Pakistan Studies. Caravan Book House.
3	Ideology of Pakistan <ul style="list-style-type: none">• Components of ideology of Pakistan<ol style="list-style-type: none">a. Sovereigntyb. Islamic Identityc. Tolerance and Religious Freedom	Quaid-a-Azam Muhammad Ali Jinnah; Speech and Statements (1947-1948), forward by Benazir Bhutto.

	<ul style="list-style-type: none"> Political Ideologies of Pakistan 	
4	Political Dynamics <ul style="list-style-type: none"> Agencies responsible for the creation of ideologies <ol style="list-style-type: none"> Pressure groups Political parties Media Religious and educational institutions Role of political parties in the functioning of a state 	
5	Introduction to Constitution <ul style="list-style-type: none"> Purpose of a constitution Types of constitution <ol style="list-style-type: none"> Written and unwritten Rigid and flexible Federal and unitary Democratic and monarchical Parliamentary and presidential Process of constitution making in Pakistan 	Kazimi, M.R. Pakistan Studies. Oxford University Press.
6	Constitutional History of Pakistan <ul style="list-style-type: none"> Salient features of the given constitutions: <ol style="list-style-type: none"> Indian Independence Act of 1947 Objective Resolution 1948 Constitution of 1956 Constitution of 1962 Constitution of 1973 Reasons for the delay in the making of first constitution of Pakistan 	Khan, H. Constitutional and Political History of Pakistan. (3 rd ed.). Oxford University Press.
7	Constitutional Amendments and their Impacts <ol style="list-style-type: none"> First Amendment (1974) Third Amendment (1975) Fourth Amendment (1975) Seventh Amendment (1986) Eighth Amendment (1985) Ninth Amendment (1987) Eighteenth Amendment (2010) 	Ahmed, I. (2020, September 4). The 18th Amendment: Historical Developments and Debates in Pakistan. ISAS. https://www.isas.nus.edu.sg/papers/the-18th-amendment-historical-developments-and-debates-in-pakistan/
8	Midterm	
9	Comparative Constitutional Analysis <ul style="list-style-type: none"> Compare nature of Pakistan's constitutions of 1956, 1962 and 1973 Socio-political context of each constitution 	
10	Contemporary Issues in Constitutional Development <ul style="list-style-type: none"> Current constitutional debates and reforms <ol style="list-style-type: none"> Electoral reforms Judicial reforms Provincial Autonomy 	

	<ul style="list-style-type: none"> d. Minority rights • Impact of landmark cases on constitutional development • Ethnicity and nationalism 	
11	Constitutional Responses to Crisis <ul style="list-style-type: none"> a. Natural calamities b. Political upheavals c. Economic crisis d. Social unrest e. Environmental issues f. Terrorism and internal conflict g. Humanitarian disasters 	
12	Governance <ul style="list-style-type: none"> • Governance and good governance • Qualities of good governance • Role of governmental and non-governmental organizations in governance processes • Fundamental political concepts <ul style="list-style-type: none"> a. Power b. Authority c. State d. Sovereignty e. Democracy f. Civil Society 	https://www.unescap.org/sites/default/files/good-governance.pdf
13	Forms of Government <ul style="list-style-type: none"> • Introduction to <ul style="list-style-type: none"> a. Democratic b. Dictatorship c. Monarchy d. Oligarchy • Functions and roles of branches of a government <ul style="list-style-type: none"> a. Legislatures b. Executives c. judiciaries • Theories of political development <ul style="list-style-type: none"> a. Elite theory b. Dependency theory c. State-Centric theory d. Post-Colonial theory e. Modernization theory 	Smith, N. Pakistan History, Culture and Government. Oxford University Press.
14	Human Rights and Constitutional Protections (Part I) <ul style="list-style-type: none"> • Fundamental human rights principles • Universal Declaration of Human Rights • Constitutional provisions and legal frameworks towards human rights 	https://portal.mohr.gov.pk/national_framework/constitution-of-pakistan/
15	Human Rights and Constitutional Protections (Part II) <ul style="list-style-type: none"> • Identify civil, political, economic, social, and cultural rights 	

	<ul style="list-style-type: none"> • Role of human rights and constitutional protections in promoting social justice • Civic responsibilities with reference to the current constitution 	
16	Global Influences on National Ideologies and Constitutional Development <ul style="list-style-type: none"> • Role of international organizations • Global pressures and incorporate international norms 	Jalalzai, M.K. Pakistan's Foreign Policy Sectarian Impact on Diplomacy.
17	Final Examinations	

9. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	-	15%
2	Midterm	8	25%
3	Assignment and Presentation	-	20%
4	Final Examination	17	40%

10. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

11. Code of Conduct
<ul style="list-style-type: none"> • Follow the University attendance policy. • Observe the class schedule. • Keep cell phone off during the class. • Submit assignments as per requirements. • Maintain a disciplined, and respectful attitude towards the teacher and fellow students. • Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	CSC20202-11
Course Title	Introduction to Statistics
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<u>Knowledge:</u> PLO1: Explain core concepts in business and related disciplines	
<u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams	
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions	
<u>Communication Skills</u> PLO4: Communicate through oral and written means by using appropriate technology	
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas	
<u>Ethics and Social Responsibility</u> PLO6: Exhibit work ethics and promote sustainable development goals	

4. Course Description	
A comprehensive introduction to the use of statistics in business decision-making. This course provides the analytical tools needed for making informed business decisions using data as well as their software applications for solving business problems and/or in making decisions. Topics include graphical and numerical summaries of data, measure of central tendency; measure of dispersion; index number and probability distributions.	
5. Course Objectives	

1. To provide a basic understanding of the value and use of quantitative methods in administrative and operational problem solving and decision-making
2. To Understand why statistics are important for making business decisions (when to use quantitative analysis vs. “common sense”)
3. To recognize particular techniques and their applications so as to be able to apply these techniques in problem solving for management decision making
4. Be able to read and interpret statistical information and be able recognize when meaningful statistics are (and are not) being used
5. Be able to performance statistical analysis on paper as well as using Excel and SPSS where appropriate

6. Course Learning Outcomes (CLO)

1. Acquire and apply a working knowledge of the statistical tools used in business
2. Learn and perform statistical analysis of data related to business research and projects.
3. Learn and perform probability analysis of data related to management, finance, accounts, and human resource.

7. Teaching and Assessment

CLO	PLO	Teaching Strategies	Course Assessment Methods
1	<u>Knowledge:</u>		
CLO 1	Acquire and apply a working knowledge of the statistical tools used in business	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO 2	Learn and perform statistical analysis of data related to business research and projects.		
CLO3	Learn and perform probability analysis of data related to management, finance, accounts, and human resource.		
3	<u>Critical Thinking and Decision Making</u>		
CLO 2	Learn and perform statistical analysis of data related to business research and projects.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO 3	Learn and perform probability analysis of data related to management, finance, accounts, and human resource.		

8. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 1
3	CLO 3	PLO1
4	CLO 2	PLO3
5	CLO 3	PLO3

9. Course Contents		
Session	Topic	Recommended Readings
1	Introduction: <ul style="list-style-type: none"> • Introduction to Statistics • Descriptive and inferential statistics • Population and samples • Problems for the statistician • Summation notation • Measurements of scale 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
2	Statistical Measures of Data <ul style="list-style-type: none"> • Parameters and statistics • Measures of central location • Measure of variation 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
3	Statistical Measures of Data <ul style="list-style-type: none"> • Frequency distribution • Graphical representation • Basic Data Analysis: Descriptive Analysis 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
4	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> • Introduction • Criteria of satisfactory average • Types of averages(for ungrouped data) 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
5	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> • Types of averages (for ungrouped data) 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich

	<ul style="list-style-type: none"> Types of averages (For grouped data) 	Benson, Terry Sincich
6	Measures of Central Tendency Or Averages <ul style="list-style-type: none"> Quartiles ,Deciles and Percentiles (for ungrouped and grouped data) Empirical Relation between Mean, median And Mode The Box plots Graphs 	
7	Measures Of Dispersion And Skewness <ul style="list-style-type: none"> Introduction Types of Dispersion Measure of Dispersion The range The semi interquartile Range or the Quartile Deviation The Mean Deviation The variance and the standard deviation Symmetry and Skewness 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
8	Midterm Exam	
9	Probability <ul style="list-style-type: none"> <i>Sets</i> <i>Operations on Sets</i> <i>Venn diagram</i> Random Experiment Sample Space and Events Operation with events 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
10	Probability <ul style="list-style-type: none"> Counting Sample points Rule of Multiplication Rule of permutation Rule of Combination 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
11	Probability <ul style="list-style-type: none"> Definition of Probability Subjective or Personalistics Probability Problems 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich

12	Probability <ul style="list-style-type: none"> • Laws of Probability • Law of complementation. • Probability of Sub event • Applications 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
13	Conditional Probability <ul style="list-style-type: none"> • Applications • Independent and dependent events 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
14	Conditional Probability <ul style="list-style-type: none"> • Bayes theorem and applications 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
15	Index number <ul style="list-style-type: none"> • Introduction • Price index number • Composite index number 	Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 10, 12	30%
2	Midterm Examination	8	30%
3	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

Statistics for Business and Economics, Global Edition James T. McClave, P. George Benson, Terry Sincich
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14. Reference Books & Learning Material

- *Introduction to Statistics* by Neil A. Weiss, Fourth Edition, by Addison-Wesley publishing Company, Inc.
- *Statistics for Business and Economics by Paul Newbold*, Fourth Edition by Prentice Hall
- *Statistical Methods for Practice and Research* by Ajai S. Gaur and Sanjaya S. Gaur, (Latest Edition)

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Course Outline

1. Course Code and General Information	
Course Code	DSC121-11
Course Title	Introduction to Futures Studies
Credit Hours	03
Pre-requisite	None
Program	BS Digital Marketing
Semester	2

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Knowledge</u> PLO1: Explain core concepts in business and related disciplines
<u>Teambuilding</u> PLO2: Demonstrate interpersonal and intrapersonal skills in groups and teams
<u>Critical Thinking and Decision Making</u> PLO3: Analyze business and related problems and formulate optimal solutions
<u>Communication</u> PLO4: Communicate through oral and written means by using appropriate technology
<u>Entrepreneurship and Leadership</u> PLO5: Identify and implement business opportunities and ideas
<u>Ethics and Social Responsibility</u> PLO6 Exhibit work ethics and promote sustainable development goals

4. Course Description
Futures studies is a systemic, interdisciplinary, and holistic approach to create future scenarios and to construct future roadmaps considering the emerging trends in politics, economy, technology, society, and environment. Students learn what are the projected Futures scenarios and emerging trends and then create their future story and build a road map to turn their preferred future story into reality.
“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”— Buckminster Fuller (American architect, systems theorist, author, designer, inventor, and futurist)

5. Course Objectives

The purpose of Futures Studies is to create the future of our choice. This course starts with the background and definitions of the field of futures studies. Students create alternative future stories considering emerging trends analysis and possible disruptions. It prepares students to shape their future using approaches, methodologies, and techniques developed by the experts of futures studies.

6. Course Learning Outcomes (CLO)

CLO1: Students learn the history, importance, key concepts, and current discussions in Futures Studies and develop a systematic approach to the field.

CLO2: Students understand that the future is not predetermined, it cannot be predicted, and humans can design their desired future.

CLO3: Students learn that we live in an interconnected and interdependent world, and create alternative futures scenarios considering sustainable development goals and values underlying UN human rights.

CLO4: Students can examine, analyze and articulate alternative futures including expected and preferred future stories and their roadmaps considering emerging trends analysis and possible disruptions.

CLO5: Students can apply approaches, methods, and techniques of futures studies to construct expected and preferred future stories and develop roadmaps.

CLO6: Students develop their reflective, introspective, and creative skills.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	<u>Knowledge</u>		
CLO1&CLO2	Students learn the history, importance, key concepts, and current discussions in Futures Studies and develop a systematic approach to the field.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Quiz
2	<u>Entrepreneurship, Leadership, and Team Building</u>		
CLO3 & CLO6	Develop and demonstrate the teamwork, leadership skills, and develop their reflective, introspective, and creative skills. Apply emerging trends analysis, possible disruptions,	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Group Project 1 Group Project 2

	SDGs and share it on social media platform.		
3	Communication Skills		

CLO 4	Share videos of group projects in local languages on social media and write group project report.	Presentation Brainstorming Group Discussion Production	Group Project 3
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4	Critical Thinking and Decision Making		
CLO 5	Apply approaches, methods, and techniques of futures studies for emerging trends analysis, constructing expected and preferred future stories, and developing roadmaps. Critically examine underlying assumptions, hopes, fears and values in futures stories.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Individual Assignment 1 Individual Assignment 2
5	Ethics and Values		
CLO3	Create alternative futures scenarios considering sustainable development goals and values underlying UN human rights.	Presentation Brainstorming Group Discussion Reflection, Introspection, and Creative Imagination Production	Group Projects Individual Assignments

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1 & CLO 2	PLO 1
2	CLO 3 & CLO 6	PLO 2 & PLO5
3	CLO 4	PLO 3
4	CLO 5	PLO 4

5	CLO 3	PLO 6

9. Course Contents		
Session	Topic	Recommended Readings
1	Orientation: a. Facilitators Introduction b. IFS Survey 1 c. Conducive Learning Environment (Brainstorming with participants) d. Breathing Exercise e. Alike Video f. Group Discussion on Alike Video Q1. Reflection (“Why” question related to causal relations) Q2. Introspection (“What” question related to Mood and Feeling) Q3. Creative Imagination (“What If” question leading to innovation/improvisation/problem Solving) g. Course Outline h. Share WhatsApp group link for the class	Course Outline
2	Introduction to Futures Studies a. Introduction to Key Concepts b. Definition, Assumptions, Nature & scope of Futures Studies c. Need and Benefits of Futures Studies (Brainstorming) d. Breathing exercise e. Skills and Jobs for Futures (Brainstorming) f. Game “Staying alive.” f. Class Activity: Close your eyes for three minutes and imagine your happy place (What do you see, watch closely. What do you hear, listen intently? How do you feel?) g. Form groups of 6 -8 members	Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).

3	<p>SDG + Social, Economic, Environmental, and Technological Trends (SEET)</p> <ul style="list-style-type: none"> a. Basic Model - Framing (Focusing on one SDG) b. Breathing Exercise c. Interconnectedness Video d. Class Activity: After watching this video, close your eyes and imagine that the world is GAIA. How does it feel? How are you connected with others including your family, friends, community, environment, and technology? e. Present SDGs and SEET template f. Each group selects one SDG and one of the SEET trends and discuss their relationship considering the following questions: Q1. Reflection ("Why" question related to causal relations) Q2. Introspection ("What" question related to Mood and Feeling) Q3. Creative Imagination ("What If" question leading to innovation/improvisation/Problem Solving) g. Capitalism video 	<p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p> <p>Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).</p>
4	<p>Applying Social, Economic, Environmental, and Technological Trends Analysis (SEET) on Social Development Goals (SDGs)</p> <ul style="list-style-type: none"> a. Recall Capitalism Video (What do you remember from this video? How do you feel about this video? How has this video changed your assumptions of the economy, society, environment, and technology? What is the impact of this video on you?) b. Basic model - Scanning (Brainstorming for scanning for SEET) c. Breathing exercise d. Application of SEET on SDGs 	<p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p> <p>Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).</p>

	<p>e. Class Activity: Image hunting: pick any video, picture, poetry, short story, painting or sculpture, or invention.</p> <p>f. Assignment: Group Assignment - I</p>	
5	<p>Life Stages; Personal domains; Individual Career in 2031</p> <p>a. Discussion on Templates for life stages</p> <p>b. Discussion on Template for Personal Domains</p> <p>c. Discussion on life stages and personal domains</p> <p>d. Class Activity: Close your eyes and imagine your future five years from now (How do you feel? How are you doing in your personal domains?)</p> <p>e. Class Activity: Complete both templates with the facilitator's assistance.</p> <p>f. Breathing exercise</p> <p>g. Class Activity: Personality test</p>	https://files.eric.ed.gov/fulltext/ED504780.pdf
6	<p>Disruptions, wild cards, uncertainties, and personal domains</p> <p>a. Discussion on Wild cards template</p> <p>b. Brainstorming on disruptions</p> <p>c. Class Activity: Close your eyes and imagine disruptions and how do you turn them into an opportunity. How do you feel about identified disruption? How do you feel about your solution? Share it with your group and compile your group's work.</p> <p>d. Futures Triangle</p> <p>e. Breathing exercise</p> <p>f. Class Activity: Create your personal futures triangle</p>	<p>Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.</p> <p>Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997. (Latest Ed.).</p>
7	Midterm Examination (Group Assignment-I Submission)	
8	<p>Emerging Trends Analysis using STEEPL</p> <p>a. Integral Theory</p> <p>b. Group Discussion on the framework for our interconnected and interdependent</p>	https://www.dailyevolver.com/theory/

	<p>world.</p> <p>Q1. Reflection (“Why” question related to causal relations)</p> <p>Q2. Introspection (“What” question related to Mood and Feeling)</p> <p>Q3. Creative Imagination (“What If” question leading to innovation/improvisation/Problem Solving)</p> <p>c. Breathing Exercise</p> <p>d. Scanning using STEEPL</p> <p>e. Class Activity: Image Hunting (for emerging trends in ten years)</p> <p>f. Assignment: Group Assignment-II</p>	
9	<p>Basic Model III Forecasting: Individual expected future story</p> <p>a. Expected Story Template</p> <p>b. Breathing exercise</p> <p>c. Brainstorming on template</p> <p>d. Class Activity: Visualize your expected story 10 years from now</p> <p>e. Class Activity: Complete Expected Story Template</p> <p>f. Class Activity: Share your goals, objectives, hopes, fears, and values with your group</p>	<p>Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.</p>
10	<p>Reframing: Critically examining your assumptions and values</p> <p>a. Identifying assumptions and values considering human rights</p> <p>b. Group discussion on underlying assumptions and values</p>	<p>Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.</p>

	c. Breathing exercise d. Study on Happiness Video e. Class Activity: How do you feel about relationships with yourself, your family, friends, community, and environment? f. Class Activity: Examine your assumptions, hopes, fears, and values from your Expected story	
11	Breaking the Box a. Share Video 2 + 2 = 5 b. Class Activity: Group Discussion on how you feel about this video? Who was your hero, and why? c. Class Activity: Imagine a past or future situation where you or someone you know acted heroically or broke the box. d. Class Activity: Group discussion on what makes a box and how do you break it. Q1. Reflection (“Why” question related to causal relations) Q2. Introspection (“What” question related to Mood and Feeling) Q3. Creative Imagination (“What If” question leading to innovation/improvisation/problem solving) e. Breathing exercise	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
12	Basic Model IV - Visioning: Individual preferred future story a. Present Preferred Story Template b. Breathing exercise d. Class Activity: Imagine your future in 2031 and write a letter to your former self in 2021 e. Class Activity: Group Discussion on your preferred future Q1. Reflection (“What, why and how” question related to causal relations) Q2. Introspection (“What” question related to Mood and Feeling)	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.

	Q3. Creative Imagination (“What If” question leading to innovation/improvisation/Problem Solving) f. Assignment: Individual Assignment I: Your Preferred Future Story	
13	Basic Model V: Strategic Planning a. Backcasting exercise for your preferred future story b. Present template for Strategic Planning c. Breathing exercise d. Class Activity: Complete your strategic plan for 2031 e. Class Activity: Complete your strategic plan for 2022	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
14	Basic Model VI: Action Plan a. Present template for Action Plan b. Breathing Exercise c. Class Activity: Complete your action Plan for 2031 d. Class Activity: Complete your action Plan for 2022 e. Assignment: Individual Assignment II: Action plan f. Class Activity: IFS Survey-II	Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
15	Submission and Presentation (Open MIC Event, and Farewell)	

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quiz	7	30%
2	Individual Assignments	13	20%
3	Group project Submission	7 & 13	50%
5	Class Participation Marks	14	10%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66

'F' Grade	Below 60
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13. Text Book(s)

1. Miller, Riel (2018) Transforming the Future: Anticipation in the 21st Century, London: Routledge.
2. Gidley, Jennifer (2017), The Future: A very short introduction, Oxford, Oxford University Press
3. Wendell Bell, the Foundations of Futures Studies, Volume 1, Transaction, 1997.

14. Reference Books & Learning Material

- Noah, Yuval. "21 lessons for the 21st Century." NY, Spiegel & Grau (2018).
- Marshall McLuhan & Quentin Fiore, The Medium is the Massage, HardWired, 1996.
- Toffler, Alvin. Future shock. Bantam, 1970.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HMT23101-11
Course Title	Pakistan Studies
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment
<u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment
<u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology
<u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment
<u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals

4. Course Description
This course will introduce the ideology and establishment of Pakistan, its Geo-physical features and Strategic significance. The course will focus on Pakistan culture, natural resources, political history, major problems and its relations with the community of nations.

5. Course Objectives
<ol style="list-style-type: none"> 1. To help the student develop a better understanding of the Ideology of Pakistan. 2. To enable the student to have a basic knowledge of Geophysical features and strategic significance of Pakistan. 3. To enable the student to understand the culture of Pakistan. 4. To develop a better knowledge of the Natural resources of Pakistan. 5. To develop a better knowledge of the Political history of Pakistan. 6. To develop a sound knowledge about the major problems of Present day Pakistan. 7. To develop an awareness about the relations of Pakistan with the community of Nations.

6. Course Learning Outcomes (CLO)
<ol style="list-style-type: none"> 1. Better understanding of the Ideology of Pakistan. 2. A basic knowledge of Geophysical features and strategic significance of Pakistan. 3. Understanding of the culture of Pakistan. 4. A better knowledge of the Natural resources of Pakistan. 5. A better knowledge of the Political history of Pakistan. 6. A sound knowledge about the major problems of Present day Pakistan. 7. Awareness about the relations of Pakistan with the community of Nations.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Better understanding of the Ideology of Pakistan.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO1.2	A basic knowledge of Geophysical features and strategic significance of Pakistan	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
2	Leadership Skills		
-	Understanding of the culture of Pakistan	-	-
3	Communication Skills		
-	-	-	-
4	Experiential Learning		
CLO4.1	A better knowledge of the Natural resources of Pakistan	Lecture Reading Assignments Case Studies Group Discussion	Project
5	Ethics and Values		
CLO5.1	Awareness about the relations of Pakistan with the community of Nations	Lecture Reading Assignments Case Studies	Examination Quizzes Presentation

		Group Discussion	
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8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1	PLO 1
2	CLO 1.2	PLO 1
3	CLO 4.1	PLO 4
4	CLO 5.1	PLO 5

9. Course Contents		
Session	Topic	Recommended Readings
1	Establishment of Muslim society in Subcontinent	A comprehensive Book of Pakistan Studies”, by M. Ikram Rabbani, the Caravan Book House, Lahore. (Latest Edition)
2	Aims & Objects of the Establishment of Pakistan	A text book of Pakistan Studies”, by Shiekh Muhammad Rafique, Lahore. (Latest Edition)
3	Different political Movements before Pakistan-Part I	
4	Different political Movements before Pakistan-Part II	
5	Pakistan: Geo-physical features	
6	Pakistan Culture (Salient features)	
7	Natural Resources Part 1: (Land, Water, Agriculture, Forests)	
8	Midterm Examination	
9	Natural Resources Part II	
10	An overview of the Political history of Pakistan Part 1	
11	Political history of Pakistan part-II	
12	Major problems of Present day Pakistan; Part 1	
13	Major Historical Backgrounds of the problems	
14	Pakistan Foreign Policy- Salient features-Part 1	
15	Pakistan’s Foreign Policy In The Light Of Quaid-e-Azam’s Words	
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)
<ol style="list-style-type: none"> 1. A comprehensive Book of Pakistan Studies”, by M. Ikram Rabbani, the Caravan Book House, Lahore. (Latest Edition). 2. “A text book of Pakistan Studies”, by Shiekh Muhammad Rafique, Lahore. (Latest Edition).

14. Reference Books & Learning Material
<ol style="list-style-type: none"> 1. In addition, the teacher may prescribe any additional reading material. 2. Pakistan Year Book- by Government of Pakistan, Islamabad. (Latest Edition).

15. Code of Conduct
<ul style="list-style-type: none"> • Follow the University attendance policy. • Observe the class schedule. • Keep cell phone off during the class. • Submit assignments as per requirements. • Maintain a disciplined, and respectful attitude towards the teacher and fellow students. • Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM 231
Course Title	Communication Skills
Credit Hours	03
Pre-requisite	Functional English
Program	BBA
Semester	Fall 2021

2. Instructor and contact information	
Faculty Name	

4. Course Description
The course focuses on developing advanced communicative skills which prepares students for real life context beyond the classroom. The course works on refining students' critical skills whilst providing opportunities for expressing ideas and opinions both through written and oral communication. Students
3. Program Learning Outcomes

Knowledge

PLO 1: Explain core concepts in business and related disciplines

Teambuilding

PLO 2: Demonstrate interpersonal and intrapersonal skills in groups and teams

Critical Thinking and Decision Making

PLO 3: Analyze business and related problems and formulate optimal solutions

Communication

PLO 4: Communicate through oral and written means by using appropriate technology

Entrepreneurship and Leadership

PLO 5: Identify and implement business opportunities and ideas

Ethics and Social Responsibility

PLO 6: Exhibit work ethics and promote sustainable development goals

through different modules will learn to analyze what the audience requires, the purpose of communication and planning their work. Effective oral communication is one of the core goals of the course that is achieved through group discussions, individual presentations and mock interviews. Professional writing skills will be developed through practice of writing letters, emails and memos.

5. Course Learning Outcomes (CLO)

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

CLO1	understand the process, types and role of communication in professional life.
CLO2	apply the writing process and 7Cs of communication.
CLO3	write effective positive and routine messages.
CLO4	write effective negative and persuasive messages.
CLO5	communicate effectively during the job search process

6. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO1.1	Students will be able to understand the process, types and barriers to communication.	Lecture Reading Assignments	Quizzes
2	Teambuilding		
-	-	-	-

3	Critical Thinking and Decision Making		
CLO3.1	Students will be able to apply the writing process and 7Cs of communication.	Lecture Reading Assignments Group Discussion	Examination Quizzes
4	Communication Skills		
CLO4.1	Students will be able to write effective positive and routine messages.	Lecture Reading Assignments Writing tasks	Quizzes
CLO4.2	Students will be able to write effective negative and persuasive messages.	Lecture Reading Assignments Writing tasks	Examination Quizzes
CLO4.3	Students will be able to communicate effectively during the job search process.	Lecture Reading Assignments Writing tasks	Examination Quizzes
5	Entrepreneurship and Leadership		
-	-	-	-
6	Ethics and Social Responsibility		

7. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 1
2	CLO 2	PLO 4
3	CLO 3	PLO 4
4	CLO 4	PLO 4
5	CLO 5	PLO 4

8. Course Contents		
Session	Topic	Recommended Readings

1	Unit 1.1 Introduction to Communication Skills Unit 1.2 Types of Communication Unit 1.3 The Communication Process Unit 1.4 Audience Centered Approach	Chapter 1, page 2 of Thill, J. V., & Bovée, C. L. (2013). Excellence in business communication. Prentice-Hall, Inc. Part 1, page 2 of Bovée, C. L., Thill, J. V., & Raina, R. L. (2016). Business communication today. Pearson Education India. Unit 1, page 2 Guffey, M. E., & Loewy, D. (2016). Essentials of business communication. Cengage Learning.
2	Unit 2.1 Verbal Communication Unit 2.2 Non-verbal Communication Unit 2.3 Barriers to Communication Unit 2.4 Improving Listening Skills	Study Chapter 1 – Communication in the Digital-Age Workplace (page no. 10 - 14) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016).
3	Unit 3.1 3*3 Writing Process Unit 3.2 Completeness Unit 3.3 Conciseness Unit 3.4 Consideration	Read Chapter 2 of Essentials of Business Communication (10th edition) from page number 38 to 51. Read Chapter 4 of Essentials of Business Communication (10th edition) from page number 91 to 101.
4	Unit 4.1 Clarity Unit 4.2 Courtesy Unit 4.3 Concreteness Unit 4.4 Correctness	Read Chapter 6 of Excellence in Business Communication (10th edition) from page number 153 to 167.
5	Unit 5.1 Emails Unit 5.2 Letters Unit 5.3 Interoffice Memos	Read chapter five “Short Workplace Messages and Digital Media” from the book Excellence in Business Communication by Thill & Bovee, 2013, pages 120-139.
6	Unit 6.1 Structuring Presentations Effectively Unit 6.2 Giving Interesting Introductions & Proper Conclusion Unit 6.3 Designing Effective PowerPoint Presentations Unit 6.4 Body Language for successful Presenters	Read pg. 76 to 106 of The complete Presentations Handbook by Sudy Suzon.
7	POSITIVE AND ROUTINE MESSAGES Unit 7.1 Introduction & Strategy Unit 7.2 Routine Requests for Information/Claims Unit 7.3 Granting Claims - Requesting & Replying References	Chapter 8 (Thill & Bovee, 2013) Writing Routine and Positive Messages pages 223- 240

8	Midterm Examination	
9	NEGATIVE NEWS/REFUSALS Unit 9.1 The use of Buffers Unit 9.2 Tactful Reasoning Unit 9.3 Delivering the Bad News Unit 9.4 Positive Close	Writing negative messages Excellence in business communication 10th edition John v. Thill/courtland l. Bovee
10	PERSUASIVE MESSAGES Unit 10.1 Understanding Persuasion. Unit 10.2 What are the effective persuasion techniques? Unit 10.3 Understanding the writing plan for persuasive requests. Unit 10.4 How to plan a sales message?	Study Chapter Eight – Persuasive Messages (pages 226-236) of the recommended textbook - Essentials of Business Communication by Guffey and Lowey (2016).
11	REPORT WRITING Unit 11.1 Reports Unit 11.2 Types of Reports Unit 11.3 Justification/ Recommendation Report Unit 11.4 Progress Report	Study Chapter 9 – Informal Reports (pages 264 - 288) of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016)
12	MEETING Unit 12.1 Meeting Etiquettes Unit 12.2 Writing Meeting Notice Unit 12.3 Writing Meeting Agenda Unit 12.4 Writing Minutes of the Meeting	Chapter 11 “Professionalism, Teamwork, Meetings and Speaking Skills” on page 368 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
13	Unit 13.1 Resume Writing Unit 13.2 Tips for Resume Writing Unit 13.3 Types of Resume Unit 13.4 Format of Resume	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
14	Unit 14.1. What is a cover letter? Unit 14.2 Types of cover letter Unit 14.3 Writing effective cover letters?	Chapter 13 “The Job Search, Resumes, and Cover Letters” on page 404 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)
15	Employment Interviews Unit 15.1 Types of Interviews Unit 15.2 Preparing for the Interview Unit 15.3 Answering traditional and difficult questions	Chapter 14 “Interviewing and Follow-up” on page 447 of the recommended textbook - Essentials of Business Communication (10th Edition) by Guffey and Lowey (2016.)

	Unit 15.4 Dos & Don'ts of Interviewing	
16	Final Examination	

9. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 12	25%
2	Midterm Examination	8	25%
3	Assignments	4, 14	10 %
4	Final Examination	16	40%

10. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book(s)

1. Guffey, M. E., & Lowey, D. (2016). *Essentials of Business Communication (10th ed.)*. Boston: Cengage Learning.
2. Bovée, C. L., & Thill, J.V. (2020). *Business Communication Today (11/ed.)*. Pearson Education India.

13. Reference Books & Learning Material

- Andrea, P. V. (2017). *Technical English (9th ed.)*. Boston: Wadsworth Cengage Learning.
- Bordia, Sarbari & Crossman, Joanna & Bretag, Tracey & University of South Australia (2008). *Managing communication in business*. McGraw-Hill Australia, North Ryde, N.S.W.
- Gerson, S. J., & Gerson, S. M. (2014). *Technical communication: Process and product (Vol. 83)*. Pearson.
- Kramer, E. (2012). *Active interviewing: Branding, selling and presenting yourself to win your next job*. Boston: Cengage Learning.
- Riordan, D. (2014). *Technical report writing (10th ed.)*. Boston: Cengage Learning.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM12102-11
Course Title	Academic & Professional Writing
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	2

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Critical Thinking and Decision Making</u> PLO1: Illustrate critical thinking skills in solving complex business problems in a local and global environment
<u>Leadership Skills</u> PLO2: Exhibit leadership skills in executing projects in complex business environment
<u>Communication Skills</u> PLO3: Communicate professionally through oral and written means by using appropriate technology
<u>Experiential Learning</u> PLO4: Demonstrate business knowledge through practical assignment by working in a real environment
<u>Ethics and Values</u> PLO5: Apply ethical principles and show commitment towards sustainable development goals

4. Course Description
The course aims to initiate students into the world of academic and professional writing. It focuses on the fundamentals of academic writing with the goal of improving academic language skills which is an essential feature of a successful academic career. It elaborates writing as a multistage process which requires planning and structuring. It emphasizes proper vocabulary, academic expressions, citation methodology and avoidance of plagiarism. It aims to develop analytical skills and critical approaches that are required for conducting research. The course

will also familiarize students with the key forms of professional writing including letters, emails, reports, memos and resumes and offer them ample opportunities to hone their professional writing skills through regular practice.

5. Course Objectives

1. Comprehend the purpose and genres of academic writing.
2. Apply the academic writing style in their writing.
3. Write well-structured paragraphs & essays.
4. Avoid plagiarism by paraphrasing and summarizing.
5. Use APA documentation style effectively in their writing.

6. Course Learning Outcomes (CLO)

1. Explain the purpose, genres and characteristics of Academic Writing.
2. Write well-structured paragraphs & essays using academic style.
3. Develop academic vocabulary and read texts critically.
4. Identify plagiarism and avoid it through paraphrasing and referencing.
5. Use APA citation style accurately in their writing.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Critical Thinking and Decision Making		
CLO1.1	Explain the purpose, genres and characteristics of Academic Writing	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
CLO1.2	Write well-structured paragraphs & essays using academic style.	Lecture Reading Assignments Case Studies Group Discussion	Examination Quizzes Presentation
2	Leadership Skills		
-	-	-	-
3	Communication Skills		
-	Develop academic vocabulary and read texts critically	-	-
4	Experiential Learning		
CLO4.1	Identify plagiarism and avoid it through paraphrasing and referencing	Lecture Reading Assignments Case Studies Group Discussion	Project

5	Ethics and Values		
CLO5.1	Use APA citation style accurately in their writing.		Examination Quizzes Presentation

8. Alignment of Course Learning Outcomes with Program Learning Outcomes			
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)	
1	CLO 1.1	PLO 1	
2	CLO 1.2	PLO 1	
3	CLO 4.1	PLO 4	
4	CLO 5.1	PLO 5	

9. Course Contents		
Session	Topic	Recommended Readings
1	Understanding Academic Writing	Bailey, S. Academic Writing: A Handbook for International Students. London and New York: Routledge, 2015.
2	Critical Reading	Langan, J. College Writing Skills with Readings. New York: McGraw Hill, 2014.
3	Academic Vocabulary	Guffey, M. E. and Lowey, D. Essentials of Business Communication. Boston, MA: Cengage Learning, 2016.
4	Writing Process	Crene, P. and M. Lea. Writing at University: A guide for students. Open University Press, 2008.
5	Rhetorical Strategies in Paragraphs	Oshima, A. and Hogue, A. Writing Academic English. Addison-Wesley, New York, 2005.
6	Writing an Argument	Swales, J. and C. Feak. Academic Writing for Graduate Students: Essential Skills and Tasks. Michigan University Press, 2012.
7	Using Sources	Writing for Success. University of Minnesota Libraries Publishing, 2015 http://open.lib.umn.edu/writingforsuccess .
8	Mid Term	
9	Documentation	<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008. http://owl.english.purdue.edu .
10	Professional Writing	Read Write Think. http://www.readwritethink.org .
11	Positive Messages	Writing Commons. http://writingcommons.org .

12	Negative Messages	
13	Persuasive Messages	
14	Report Writing	
15	Resumes & Cover Letters	
16	Final Examination	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	3, 5, 7, 10, 12	10%
2	Midterm Examination	8	25%
3	Project	14, 15	15%
4	Presentations (Cases/Articles)	2, 4, 6, 13	10%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)

Swales, J. and C. Feak. Academic Writing for Graduate Students: Essential Skills and Tasks. Michigan University Press, 2012.
 Writing for Success. University of Minnesota Libraries Publishing, 2015
<http://open.lib.umn.edu/writingforsuccess>.

14. Reference Books & Learning Material

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008.
<http://owl.english.purdue.edu>.
 Read Write Think. <http://www.readwritethink.org>.
 Writing Commons. <http://writingcommons.org>.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Course Outline: Media, Culture, and Society

Course Code: AHT231

Course Description

This course explores the intricate relationships between culture, media, and society, examining how media influences cultural norms, social structures, and individual identities. Through critical analysis and discussions, students will gain insights into the role of media in shaping public opinion, cultural practices, and societal values in a globalized world. The course highlights both theoretical and practical perspectives, encouraging students to analyze media representations and their impacts on society.

Course Objectives

1. To develop an understanding of the interaction between culture, media, and society.
2. To critically evaluate the role of media in shaping cultural identities and societal norms.
3. To explore the impact of global media trends on local cultures and societies.
4. To foster analytical skills to interpret media content and its implications for society.
5. To examine ethical considerations and power dynamics within media systems.

Learning Outcomes

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

1. Analyze the influence of media on cultural and societal dynamics.
2. Critique media representations and their implications for identity and power.
3. Evaluate global and local media practices through a cultural lens.
4. Demonstrate understanding of key theories in media and cultural studies.
5. Propose solutions to address ethical issues in media communication.

Topics		
1. Introduction to Culture, Media, and Society <ul style="list-style-type: none">- Definitions and interrelations- Historical context of media and cultural evolution- Overview of media forms and societal roles		
2. Theories of Media and Culture <ul style="list-style-type: none">- Media as a cultural force- Key theories (Critical Theory, Cultural Studies, Uses and Gratifications)- Application of theories to contemporary media		

3. Media Representations and Identity <ul style="list-style-type: none"> - Gender, race, and class in media - Media framing and identity construction - Representation vs. misrepresentation in popular media 		
4. Social Media and Society <ul style="list-style-type: none"> - Evolution of social media platforms - Impact on personal identity and societal relationships - Trends and challenges of influencer culture 		
5. Globalization and Media <ul style="list-style-type: none"> - Media flows and cultural imperialism - Local adaptations of global media - Role of media in promoting cross-cultural understanding 		
6. Media and Power Dynamics <ul style="list-style-type: none"> - Media ownership and control - Gatekeeping, agenda-setting, and framing - Case studies on media's influence on policy and public opinion 		
7. Analyzing Media Content: Tools and Techniques <ul style="list-style-type: none"> - Approaches to media content analysis - Semiotics and discourse analysis in media studies - Hands-on activity: Analyzing a news segment or advertisement 		
8. Media Ethics and Responsibilities <ul style="list-style-type: none"> - Principles of ethical media production - Ethical dilemmas in media (e.g., privacy vs. public interest) - Strategies to counter fake news and misinformation 		
9. Social Media Ethics and Challenges <ul style="list-style-type: none"> - Issues of data privacy and surveillance - The psychology of online behavior (trolling, cancel culture) - Ethical practices for content creation and sharing 		
10. Media, Politics, and Public Opinion <ul style="list-style-type: none"> - Political campaigns and media strategies - Role of media in shaping democratic processes - Propaganda techniques and their societal impact 		
11. Media and Cultural Diversity <ul style="list-style-type: none"> - Representation of minorities and marginalized groups - Media as a tool for promoting cultural diversity - Challenges of cultural homogenization 		
12. Advertising, Consumerism, and Society <ul style="list-style-type: none"> - The cultural impact of advertising campaigns - Analyzing the psychology behind media consumption - Ethical considerations in advertising practices 		
13. Media Literacy and Critical Thinking <ul style="list-style-type: none"> - Developing skills for critical media analysis - Identifying biases in news and entertainment - Practical activity: Evaluating credibility of online content 		

14. Media Technologies and Innovations - Impact of technological advancements on media consumption - The future of media (AI, VR, AR) - Case study: The rise of streaming platforms		
15. Media in Pakistan: Trends and Ethics - Evolution and challenges of media in Pakistan - Ethical considerations in Pakistani media practices - Student presentations on media analysis projects		

Recommended and Reference Textbooks

Recommended Texts:

1. Campbell, R., Martin, C. R., & Fabos, B. (2021). Media and Culture: An Introduction to Mass Communication. Bedford/St. Martin's.
2. Kellner, D. (2011). Media Culture: Cultural Studies, Identity and Politics Between the Modern and the Postmodern. Routledge.
3. McQuail, D. (2010). McQuail's Mass Communication Theory. Sage Publications.
4. Hall, S. (1997). Representation: Cultural Representations and Signifying Practices. Sage Publications.
5. Castells, M. (2009). Communication Power. Oxford University Press.

Assessment Methods

1. Assignments (15%)
2. Quizzes (10%)
3. Class Project (10%)
4. Midterm Exam (25%)
5. Final Project (40%)

Course Title: Professional Ethics and Morality**Course Code: SSC251****Course Description**

This course explores the principles and concepts of ethics and morality as they relate to personal, professional, and societal contexts. Students will analyze ethical theories, moral reasoning, and real-world case studies to understand how ethical decision-making impacts individuals and organizations. The course aims to cultivate ethical awareness, critical thinking, and the ability to navigate moral dilemmas in professional settings.

Course Objectives

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

1. Understand and differentiate between ethics and morality in personal and professional contexts.
2. Analyze key ethical theories and their application to real-world issues.
3. Develop moral reasoning skills to approach ethical dilemmas effectively.
4. Evaluate the role of ethics in professional conduct and organizational behavior.
5. Explore the ethical responsibilities of individuals within diverse cultural and societal frameworks.

Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate a foundational understanding of ethical theories and concepts.
2. Apply ethical reasoning to evaluate and resolve complex moral dilemmas.
3. Recognize the ethical implications of decisions in professional and societal contexts.
4. Exhibit a heightened sense of moral responsibility and ethical awareness.
5. Communicate ethical viewpoints clearly and effectively in discussions and written assignments.

S#	Topics	
1	Introduction to Ethics and Morality: Definitions and Scope	
2	Overview of Ethical Theories: Utilitarianism, Deontology, Virtue Ethics	
3	Moral Reasoning: Concepts and Applications	
4	Personal Values and Ethical Decision-Making	
5	Professional Ethics: Standards and Codes of Conduct	
6	Corporate Social Responsibility and Ethical Leadership	
7	Ethical Issues in Technology and Social Media	
8	Environmental Ethics and Sustainability	
9	Cultural and Global Perspectives on Ethics	
10	Ethical Challenges in Business Practices	
11	The Role of Integrity and Accountability in Professional Life	
12	Conflict of Interest and Whistleblowing: Case Studies	
13	Gender, Diversity, and Ethics in the Workplace	
14	Ethical Implications of Artificial Intelligence and Emerging Technologies	
15	Project Presentation	

Recommended Textbooks

1. "Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life" by Ronald A. Howard and Clinton D. Korver.
2. "Moral Philosophy: A Contemporary Introduction" by Daniel R. DeNicola.
3. "Business Ethics: Ethical Decision Making and Cases" by O.C. Ferrell, John Fraedrich, and Linda Ferrell.
4. "The Fundamentals of Ethics" by Russ Shafer-Landau.
5. "Ethics and the Conduct of Business" by John R. Boatright and Jeffrey D. Smith.
6. "Justice: What's the Right Thing to Do?" by Michael J. Sandel.



Course Outline

1. Course Code and General Information	
Course Code	
Course Title	ETHICS & CORPORATE SOCIAL RESPONSIBILITY
Credit Hours	03
Pre-requisite	-
Program	
Semester	3
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	
3. Program Learning Outcomes	
<u>Knowledge</u> PLO1: Our students will be able to apply knowledge of all the functional areas of business and related areas, consequently building a broader knowledge base.	
<u>Team building</u> PLO2: Our students will be able to build and sustain high-performing teams with a variety of individual talents and skills to increase the overall organizational success.	
<u>Critical Thinking and Decision Making</u> PLO3: Our students will be able to demonstrate problem-solving and decision making skills using integrated knowledge across business and other disciplines.	
<u>Communication Skills</u> PLO4: Our students will be able to communicate professionally, both orally and in writing by using technology.	
<u>Entrepreneurship and Leadership</u> PLO 5: Our students will be able to become entrepreneurs, generate creative and innovative solutions to business problems.	
<u>Ethics and Values</u> PLO6: Our students will be able to promote work ethics in business organizations and aspire to add value to society.	

4. Course Description

This course is designed to enable students to understand the key concepts relating to business ethics and social responsibility and the implications of these concepts in diverse environments. Topics covered include: main concepts of ethics and social responsibility; moral philosophy; responsibilities of senior management; social obligation and social contract; cross-cultural issues and ethical dilemmas.

Content

1. Business ethics and social responsibility

- What is business ethics?
- Why is business ethics important?
- Globalisation: a key context for business ethics?
- Sustainability: a key goal for business ethics?

2. Ethical business frameworks

- Defining a corporation
- Corporate social responsibility
- Stakeholder theory of the firm
- Corporate citizenship – the firm as a political actor

3. The theory of ethics

- Introduction and the role of ethical theory
- Normative ethical theories
- Western modernist ethical theories
- Alternative perspectives on ethical theory
- Towards a pragmatic use of ethical theory

4. Managing business ethics

- What is business ethics management?
- Setting standards of ethical behaviour: codes of ethics
- Managing stakeholder relations
- Assessing ethical performance
- Organising for business ethics management

5. Business ethics and social responsibility: the role of shareholders

- Introduction: the importance of shareholders as stakeholders
- Shareholders as stakeholders: the importance of corporate governance
- Ethical issues in corporate governance
- Shareholders and globalisation
- Shareholders as corporate citizens

- Shareholders and sustainability

6. Business ethics and social responsibility: the role of employees

- Employees as stakeholders
- Ethical issues in firm-employee relations
- The ethical challenge of globalisation
- The corporate citizen and employee relations
- Towards sustainable employment

7. Business ethics and social responsibility: the role of consumers

- Consumers as stakeholders
- Ethical issues, marketing and the consumer
- Globalisation and consumers
- Consumers and corporate citizenship
- Sustainable consumption

8. Business ethics and social responsibility: the role of suppliers and competitors

- Suppliers and competitors as stakeholders
- Ethical issues and suppliers
- Ethical issues and competitors
- Globalisation – suppliers and competitors
- The corporate citizen in business-to-business relationships
- Sustainability and business relationships

9. Business ethics and social responsibility: civil society and business ethics

- Civil society organisations as stakeholders
- Ethical issues and CSOs
- Globalisation and civil society organisations
- Corporate citizenship and civil society
- Civil society, business, and sustainability

10. Business ethics and social responsibility: government, regulation and business ethics

- Government as a stakeholder
- Ethical issues in relations between business and government
- Globalisation and business-government relations
- Corporate citizenship and regulation – the role of business
- Governments, business, and sustainability

Assessment

Assessment item	Brief description	Weighting	Due date	Related learning outcomes
Quizzes	Multiple choice questions with immediate feedback on VLE	10%	N/A	LO1-LO6
Assignments / Activity				
Comprehensive Tests				
Final Exam				

Presentation

Presentation slides accompanying the final assignment

Weightage:

Students should create a coherent set of 5 slides which presents any one of your reflections.

Note that IU will provide a PowerPoint template to guide your presentation. The slides provide a basis for your oral presentation to your classmates. Imagine the audience is interested in finding out about your reflections. Hence, the slides should explain your reflective process to your classmates.

Presentation slides instructions

You are required to prepare a set of 5 presentation slides which provide a coherent overview of any one of your four reflective entries and should contain no additional information.

Aim for a professional set of slides. Imagine the audience for your presentation is your classmates who are interested in your experiences and want to find out more about your reflections.

The presentation slides are a separate deliverable (separate from the final assignment report) and should be able to stand alone.

Please use the IU PowerPoint template only. No other format will be accepted.

Look-and-feel of the presentation slides

In order to ensure good communication throughout the slides:

- Keep things simple. Slides should not be unnecessarily complicated or busy.

- Avoid text (or bullet-point) overload. Slides are meant to support a speaker and supplement a written document (in this case, the final assignment report). The detail can be found in this document; the slides provide a summary of the main points.
- Limit animation on each slide. The audience does not need to be dazzled by special effects; it is the content that should be the star of the slides.
- Use high quality, appropriate graphics (only where relevant). Graphics / tables / images should not be included in order to impress the audience but should only be used if relevant and if they enhance the story told in the slides.
- Aim for a consistent, professional theme (colour scheme, font, etc.) for the slides.
- Keep your slides interesting and engaging. Remember that you have to get a message across to the audience and that means you need to engage the audience (without unnecessary graphics or distracting animation).

Content of the presentation slides accompanying the final assignment

In order to ensure appropriate content, refer to your final assignment and note the main headings. Hence, it is likely that your set of slides will include:

- Title slide (with final assignment title, your name, date). In this slide introduce yourself, the situation and your reflection to your classmates.
- Contents / overview / agenda. You need to give the audience a sense of what you are including in the presentation – set the scene! Provide background of the situation that lead to the reflection.
- Purpose of the pitch. Provide a statement of the reflection's purpose.
- Significance. Explain why the reflection is important for you and your development as a leader.
- Conclusion. Provide a conclusion to the presentation which includes a summation of the reflection to your classmates.

The focus of the slides accompanying the final assignment report should convince the audience that your reflective process has allowed you to develop as a leader.

At all times, remember that there is no reason to overwhelm the audience with detail. After all, the audience can read the final assignment report and/or can ask questions if they want to know more.

Exam

There is a two and a half hour written exam at the end of this subject. Iqra's exams are designed in such a way that all questions are compulsory and there is no element of choice.

Remember to always read the instructions carefully before starting the exam.

All students, unless otherwise stated, must sit in their exams halls till completion of the time.

Academic integrity: avoiding plagiarism, collusion and other issues

It is important to adhere to high standards of academic integrity. Academic integrity refers to ethical, honest and responsible conduct in writing and reporting. Breaches of academic integrity include:

- Plagiarism – submitting another person’s words or ideas as your own without appropriate acknowledgement and referencing.
- Collusion – submitting work as if it is one’s own when in reality it has been completed with others, including assisting or being assisted by another; receiving or giving assignment details to another; or publishing one’s work.
- Contract writing (Ghost Writing) – submitting work that has been contracted out to others to complete on one’s behalf. This is a form of collusion.
- Fabrication – submitting work with results or data that do not exist and that have been made up.
- Double submission – submitting substantially the same piece of work for more than one subject unless agreed upon with the facilitators of the different subjects

Please note that IU checks assignments for plagiarism (using advanced text-matching software) and for other academic misconduct. IU penalizes work and/or people found to have been in breach of academic integrity.

Background information

Learning materials

All of your materials and activities are provided online and are designed to lead you through the learning process for this subject.

Planning your subject study

Iqra has a four month semester model of study. In every study month there are some key dates which are outlined in the assessment table above. You need to plan out regular study times – and stick to them. Plan out your study times and periods with the key dates. You can do this by first allocating time for living and working activities (ensure you plan enough sleep, rest and relaxation) – and then allocating your time for study periods. In addition you should:

- Plan how you will study for the exam.

- Identify your time ‘wasters’ and have strategies in place to manage them. For instance, if you procrastinate, make sure you stick to study times, get started, and ‘divide’ the work into manageable pieces.
- Be disciplined. Stick to your plan and be realistic about what you can achieve.

The study planner below is provided as an example and it should be used as guidance only.

Subject week*	Suggested progress
4 weeks prior to subject start date	Review Subject Outline for details on your textbook. If possible, obtain your textbook four weeks prior to the subject start date.
Month 1 subject starts	Familiarize yourself with assessment tasks. Plan your assignment. Plan your learning over the next four weeks. For example, for a 10 topic subject, study topics 1–3 in the first month.
Month 2	Study topics 4–6. Work on your assignment.
Month 3	Study topics 7–10. Finalize your assignment and submit by the due date.
Month 4	Revise all topics, practice exam techniques

Student feedback on subject

As part of our commitment at IU to improve the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. Your Iqra end of Subject Survey is a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. You will get an option to give feedback on IULMS. We value your feedback and ask that you to provide considered feedback for each of your subjects.

Appendix 1 - Marking Rubric for Reflective practice assignment

Key components	A Grade 88 % - 100 %	B+ Grade 81 % - 87 %	B Grade 74 % - 81 %	C+ Grade 67 % - 74 %	C Grade 60%- 66%	F Grade Fail <60%	
Understanding of content used as the basis for reflection	The student has demonstrated a broad conceptual understanding of the concepts of leadership and has used the concepts as the basis of the reflection.	The student has demonstrated a good conceptual understanding of the concepts of leadership and has used the concepts as the basis of the reflection.	The student has demonstrated the ability to describe the main elements of the concepts of leadership and has also attempted use the concepts as the basis of the reflection.	The student has demonstrated a basic understanding of the concepts of leadership. The student has made some attempt to use the subject concepts as the basis of the reflection.	The student has just barely fulfilled the minimum requirements of using course concepts in the assignment as the basis of the reflection.	The student has demonstrated no understanding of the concepts of leadership. The student has made no attempt to use the concepts as the basis of the reflection.	2
Extent to which entries contain reflective writing	All entries provided by the student consist of predominantly reflective writing.	All entries provided by the student consist of reflective elements.	All entries provided by the student consist of some reflective writing.	The entries are mainly descriptive and have very little reflection.	The entries barely fulfil the minimum requirements for reflective writing.	The entries do not have any elements of reflective writing.	2
Depth of reflection evident to which reflection is directed towards a purpose	The entries provided by the student consistently apply an in depth critical reflection. The reflection has a clear outcome and is directed towards a purpose.	The entries provided by the student are more of a dialogic reflection than an in depth critical reflection. The reflections are stepping back from events, taking stock and are directed towards a purpose.	The entries provided by the student are primarily a descriptive reflection. The entries are descriptive in nature and lack depth, though there may be descriptive elements.	The entries provided by the student are primarily descriptive and lack depth. The student is attempting to direct towards a purpose but by only conveying information.	The entries provided barely fulfil the minimum requirements for depth of reflection and the extent to which the reflection is directed towards a purpose.	The entries provided lack a depth of reflection and are not directed towards a purpose.	2
Extent to which personal experience is incorporated in entries	The entries have personal experience incorporated which reflect and review personal change.	The entries have personal experience incorporated and the personal values influence the reflection.	The entries have personal experience incorporated which describes the personal values of the student.	The entries have personal experience incorporated which only describes personal events.	The reflective entries barely fulfil the minimum requirements of incorporating personal experience.	The reflective entries have no personal experience incorporated.	1
Adherence to referencing conventions	The student has adhered to Author date referencing conventions. The student has used appropriate number of quality references. The student has acknowledged sources of facts correctly.	The student has adhered to Author date referencing conventions. The student has used appropriate number of references. The student has acknowledged sources of facts appropriately.	The student has adhered to Author date referencing conventions with minor errors. The student has used appropriate number of references. The student has acknowledged sources of facts,	The student has adhered to Author date referencing conventions with major errors. The student has used appropriate number of references but they lack academic quality. The student has acknowledged	The student has not adhered to Author date referencing conventions. The student has not used appropriate number of quality references. The student has not acknowledged	The student has not adhered to Author date referencing conventions. The student has not used any references. The student has not used any in text citations.	1

			but not in all cases.	sources of facts, but not in all cases.	sources of facts appropriately.		
Communication presentation	Highly developed communication and presentation skills	Well-developed communication and presentation skills	Good communication and presentation skills.	The assignment was presented with a basic structure and presentation. The referencing style had no major issues. The communication skills were adequate.	The assignment did not conform to the AIB Style guide for presentation, referencing, communication, style and language.	The assignment was not of a professional standard. The requirements laid out in the AIB style guide were not followed.	2
Total							

Appendix 2 - Assessment Grading Criteria – Oral presentation

Pitch/Audience engagement (marks out of 5) Weighting varies between criteria	Presentation (marks out of 5) Weighting varies between criteria
<ul style="list-style-type: none"> • Pitched appropriately to your classmates. • Concisely conveyed a clear summation of the written assignment report. It can include a brief overview of: <ul style="list-style-type: none"> ○ The situation ○ Statement of reflection's purpose ○ Role of reflection in the development of your leadership. • Presented a connected and engaging message of the reflection. 	<ul style="list-style-type: none"> • Slides are not complicated, but clear, with details. • Made appropriate use of graphics, text, etc. • Adhered to conventions of English grammar, pauses, timing, etc. • Used consistent, professional font, etc.) • Completed within time limit



Faculty of Business Administration

Course Outline

1. Course Code and General Information	
Course Code	HUM 233-11
Course Title	Philosophy & Critical Thinking
Credit Hours	03
Pre-requisite	-
Program	BS Digital Marketing
Semester	3

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<u>Knowledge</u> PLO1: Our students will be able to apply knowledge of all the functional areas of business and related areas, consequently building a broader knowledge base.
<u>Team building</u> PLO2: Our students will be able to build and sustain high-performing teams with a variety of individual talents and skills to increase the overall organizational success.
<u>Critical Thinking and Decision Making</u> PLO3: Our students will be able to demonstrate problem-solving and decision making skills using integrated knowledge across business and other disciplines.
<u>Communication Skills</u> PLO4: Our students will be able to communicate professionally, both orally and in writing by using technology.
<u>Entrepreneurship and Leadership</u> PLO 5: Our students will be able to become entrepreneurs, generate creative and innovative solutions to business problems.
<u>Ethics and Values</u> PLO6: Our students will be able to promote work ethics in business organizations and aspire to add value to society.

4. Course Description

This course seeks to explore and answer fundamental questions of human life such as Is our universe real? Am I simply a body or spirit? How do I know what I know? Can we know anything with certainty? Am I master of my fate? What is meant to be good human being? etc. This course provides students with an opportunity to learn the most thoughtful answers given by well-known Philosophers to these primary questions as well as enables them examine their own views on these issues. Students will learn to critically analyze and evaluate various philosophical thoughts and their implications. It will also enable them to rationally justify their own views. This course will also develop critical thinking skills which will prove very essential in the pursuit of any career the students choose for themselves.

5. Course Objectives

1. Examine critically philosophical issues concerning the nature of reality, human experience, knowledge, value
2. Reconstruct and debate these foundational issues in the philosophical tradition
3. Foster the culture of rational enquiry and respectful dialogue

6. Course Learning Outcomes (CLO)

1. Develop the understanding of the problems or questions central to philosophy, and keys ideas of major Western philosophers
2. Critically compare various theories & arguments evaluating their strengths and weaknesses
3. Articulate and defend their own views on philosophical issues with reasoning
4. Develop critical thinking skills
5. Develop tolerance and respect towards intellectual diversity by engaging in dialogues

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
CLO 1.1	Define & explain key ideas of philosophers included in the course	Interactive lecture Student centred discussion Enquiry based learning	Quiz
CLO 1.2	Identify and elaborate the issues/ problems central to philosophy	Interactive lecture Student centred discussion	Quiz

2	Team Building		
3	Critical Thinking and Decision Making		
CLO 4.1	Identify and analyze the stages of critical thinking, and apply the critical thinking model in examining a given case/ issue	Interactive Lecture Case method Group Discussion Inquiry based learning	Quiz Case Study
CLO 2.1	Compare & evaluate arguments extended by various thinkers	Interactive Lecture Flipped class room Group Discussion	Quiz Discussion
CLO 3.1	Form arguments to support their position on various philosophical issues	Interactive Lecture Debate Student centred discussion	Quiz Debate
CLO 4.2	Recognize and evaluate the arguments and identify the fallacies committed in arguments	Interactive Lecture Student centred discussion	Quiz
4	Communication Skills		
CLO 3.2	Articulate, verbally as well in written, and defend their own views on philosophical issues	Student centered discussion Project based learning	Philosophical Essay/ Essay Questions Debate
CLO 3.3	Present the critical analysis of arguments/ theory of various philosophers	Student centered discussion Flipped classroom Inquiry based learning	Presentations Discussion
5	Entrepreneurship and Leadership		
6	Ethics and Values		
CLO 5.1	Engaged in respectful dialogue by expressing disagreements rationally & respectfully	Student centered discussion Inquiry based learning Debate	Debate Discussion
CLO 5.2	Appreciate intellectual diversity by sharing strength as well as weakness of arguments given by opponent	Student centered discussion Inquiry based learning Debate	Debate Discussion

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 CLO 1.2	PLO 1
2		PLO 2
3	CLO 2.1 CLO 3.1 CLO 4.1 CLO 4.2	PLO 3
4	CLO 3.2 CLO 3.3	PLO 4
5	-	PLO 5
6	CLO 5.1 CLO 5.2	PLO 6

9. Course Contents		
Session	Topic	Recommended Readings
1	Introduction to Philosophy <ul style="list-style-type: none"> What is Philosophy? Why Philosophy Matters? Branches of Philosophy Division of Historical Eras of Philosophy 	<i>What is Philosophy, anyway?</i> by Tom Morris
2	What Level Thinker are you? <ul style="list-style-type: none"> Critical Thinking and Its Stages <ul style="list-style-type: none"> ✓ The Unreflective Thinker. ✓ The Challenged Thinker. ✓ The Beginning Thinker. ✓ The Practicing Thinker. ✓ The Advanced Thinker. ✓ The Accomplished Thinker Qualities of Critical Thinker Critical Thinking Model	<i>"The 6 Stages Of Critical Thinking"</i> by Charles Leon
3	What are the Principles of Correct Thinking? <ul style="list-style-type: none"> Structure of an Argument Evaluation of an Argument Types of Argument 	<i>"Basic Training"</i> in Logic: A Brief Introduction by Ronald L. Hall, Stetson University
4	Common Fallacies of Reasoning <ul style="list-style-type: none"> Fallacies of Relevance 	<i>"Logic and Logical Fallacies"</i> by Steve Miller and Cherie K. Miller

	<ul style="list-style-type: none"> • Fallacies of Defective Induction • Fallacies of Presumption • Fallacies of Ambiguity 	
5	<p>Does life has a Meaning/ Purpose?</p> <ul style="list-style-type: none"> • The Theistic Response To Meaning • Meaning And Human Progress • The Nihilist Rejection Of Meaning • Meaning As A Self-Chosen Commitment 	“ <i>What Does the Question Mean?</i> ” By Manuel Velasquez
6	<p>What is Reality?</p> <ul style="list-style-type: none"> • Materialism: Reality as Matter • Idealism: Reality as Non-Matter 	“ <i>Allegory of Cave</i> ” by Plato
7	<p>How do we know what we know?</p> <ul style="list-style-type: none"> • Common Sense Realism • Rationalism • Empiricism • Scientism 	“ <i>Appearance & Reality</i> ” by Nigel
8	Midterm Examination	
9	<p>What is human nature?</p> <ul style="list-style-type: none"> • The Rationalist Version of the Traditional Western View of Human Nature • The Judeo- Cristian Version • The Darwinian Challenge 	<i>Kanzi, the Rational Chimpanzee?</i>
10	<p>What is human nature?</p> <ul style="list-style-type: none"> • The Dualistic View • The Materialistic View • The Mind/Brain Identity • The Behaviorist View 	“ <i>The Mind–Body Problem</i> ” by Searle
11	<p>Are We Master of Our Fate?</p> <ul style="list-style-type: none"> • Free Will and Good Life • Determinism a Challenge to Morality • Determinism VS. Indeterminism • Compatibilism 	Case Study of Robert Harris
12	<p>Does Beauty Lie in the Eyes of Beholder?</p> <ul style="list-style-type: none"> • What is Beauty? 	“ <i>Art</i> ” by Nigel

	<ul style="list-style-type: none"> • What is Art? • What is/should be the purpose of Art? 	
13	What are the Rational Arguments for the Existence of God? <ul style="list-style-type: none"> • The Design Argument • The Cosmological Argument • The Ontological Argument • The Pragmatic Argument • Problem of Evil 	“ <i>God</i> ” by Nigel
14	Brief Introduction to Philosophical Trends of 21 st Century <ul style="list-style-type: none"> • Existentialism 	“ <i>Existentialism</i> ” by Manuel
15	Brief Introduction to Philosophical Trends of 21 st Century <ul style="list-style-type: none"> • Pragmatism • Postmodernism 	“ <i>Reality in Pragmatism</i> ” by Manuel
16	Final Exams	

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	4, 8	15%
2	Assignments	6, 12	15%
3	Presentation/ Debate	13-15	10%
4	Mid-term exams	8	25%
5	Final Exams	16	35%

11. Grading Policy

‘A’ Grade	88 and above
‘B+’ Grade	81-87
‘B’ Grade	74-80
‘C+’ Grade	67-73
‘C’ Grade	60-66
‘F’ Grade	Below 60

12. Text Book(s)

1. No Textbook

13. Reference Books& Learning Material

- *Philosophy, a Text with Readings* by Velasquez, Manuel G. Boston: Cengage Learning (latest edition)
- Warburton, Nigel. 2013. *The Basics*. Oxford: Routledge.
- Solomon, Robert C. 2010. *The big questions: a short introduction to philosophy*. Belmont: Wadsworth, Cengage Learning
- Chaffee, John. 2016. *The Philosopher's Way: a Text with Readings*. New York: Pearson

14.Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 102
Course Title	Child Development
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The *Introduction to STEM* course provides student-teachers with a foundational understanding of STEM (Science, Technology, Engineering, and Mathematics) education. It explores the interdisciplinary nature of STEM, its pedagogical implications, and its significance in promoting innovation, problem-solving, and 21st-century skills. The course introduces student-teachers to integrated STEM teaching approaches, curriculum design, project-based learning (PBL), and real-world applications in school contexts. Emphasis is placed on equipping future educators with the skills, knowledge, and attitudes needed to foster inquiry, creativity, collaboration, and technological proficiency in learners through STEM education.

5. Course Objectives

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

- Understand the core principles and goals of STEM education in global and Pakistani contexts.
- Explore interdisciplinary and integrative approaches in STEM teaching and learning.
- Identify pedagogical strategies suitable for delivering effective STEM lessons.
- Develop and evaluate STEM-based lesson plans and classroom activities.
- Utilize digital tools and technologies to enhance STEM instruction.
- Promote critical thinking, creativity, and collaboration through STEM learning environments.
- Reflect on the role of STEM education in addressing local and global challenges.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate comprehensive understanding of key developmental theories and their relevance to teaching and learning.
- **CLO 1.2:** Analyze developmental milestones and variations across physical, cognitive, emotional, and social domains from birth through adolescence.

Skills

- **CLO 2.1:** Identify individual developmental needs, including those of children with learning differences, and apply developmentally appropriate strategies to support them.
- **CLO 2.2:** Design and evaluate inclusive learning environments that foster holistic development.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate the influence of family, culture, and social contexts on child development.
- **CLO 3.2:** Propose innovative strategies to address developmental challenges and promote resilience in learners.

Values and Professionalism

- **CLO 4.1:** Exhibit sensitivity to diverse developmental trajectories and uphold ethical, inclusive, and culturally responsive practices.
- **CLO 4.2:** Reflect on professional responsibilities and engage in continuous learning to enhance child-centered teaching practices.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with families, peers, and community members to create nurturing and developmentally appropriate learning environments.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10, 11
5	CLO 5	PLO 1, 4 & 8

9. Course Contents	
Session	Topic
1	Overview of growth and development Psychosocial models Behaviorism and socio-cultural models
2	Cognitive models Factors that affect the child: Key issues and controversies Approaches to classroom development
3	Unit introduction: Infant development The three domains of toddler development Developmentally appropriate practices for toddlers
4	The three domains of preschool child development Developmentally appropriate practices for preschool child development Unit review
5	Introduction to primary school-age child development Aspects of physical development Encouraging healthy physical development
6	Cognitive development: Overview and Piaget's concrete operational theory Cognitive development: Industriousness and intelligences Emotional development
7	Social development: Changes and parental roles Social development: Peer interaction, friendship, and growth Utilizing play in the classroom
8	Midterm
9	Teacher's influence on student motivation and unit conclusion Introduction and overview of physical development Social and emotional development I: Erikson and development of self-identity
10	Social and emotional development II: The adolescent peer group Social and emotional development III: Motivation and self-regulation Cognitive and linguistic development I: Piaget
11	Cognitive and linguistic development II: Vygotsky Cognitive and individual differences Conclusion and review
12	Differences in student learning and performance strengths Child development review I Child development review II
13	Recognizing disability and learning disorders I: Emotional and behavioral

	Recognizing disability and learning disorders II: Language, physical, and sensory Cognitive differences: Delays and giftedness Addressing special needs in the classroom: Differentiated instruction School resources and support services for special-needs students Reflection and review
14	The role of the nuclear and extended family Role of community, culture, and society within families Role of culture and society: Gender balance Role of culture and society: Influence of media Role of school, peers, and teachers Teachers' influence on child development
15	Schools, families, and communities as partners in child development Unit review Course reflection and review
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books

- Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson.
- Santrock, J. W. (2021). *Child development* (15th ed.). McGraw-Hill Education.
- Papalia, D. E., Feldman, R. D., & Martorell, G. (2019). *Experience human development* (14th ed.). McGraw-Hill Education.
- McDevitt, T. M., & Ormrod, J. E. (2016). *Child development and education* (6th ed.). Pearson.
- Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2020). *How children develop* (6th ed.). Worth Publishers.

- Feldman, R. S. (2017). *Development across the life span* (9th ed.). Pearson.
- Bee, H., & Boyd, D. (2013). *Lifespan development* (6th ed.). Pearson.
- Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development* (3rd ed.). SAGE Publications.
- Charlesworth, R. (2016). *Understanding child development* (10th ed.). Cengage Learning.
- Kumar, K. (2004). *Child development in India*. Rawat Publications.

14. Online Learning Material

- **UNICEF – Early Childhood Development**
➤ <https://www.unicef.org/early-childhood-development>
- **Zero to Three: National Center for Infants, Toddlers, and Families**
➤ <https://www.zerotothree.org>
- **CDC – Child Development Basics**
➤ <https://www.cdc.gov/ncbddd/childdevelopment/facts.html>
- **Harvard Center on the Developing Child**
➤ <https://developingchild.harvard.edu>
- **National Institute of Child Health and Human Development (NICHD)**
➤ <https://www.nichd.nih.gov/health/topics/child-dev>
- **Simply Psychology – Child Development Theories**
➤ <https://www.simplypsychology.org/child-development.html>
- **Verywell Family – Child Development Milestones**
➤ <https://www.verywellfamily.com/child-development-4157080>
- **The Child Development Institute**
➤ <https://childdevelopmentinfo.com>
- **Pakistan Institute of Education (PITE) & NECD Forums (Local Source)**
➤ <https://pite.gop.pk>
- **Khan Academy – Human Growth and Development (Video Lessons)**
➤ <https://www.khanacademy.org/test-prep/nclex-rn/growth-and-development>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU108
Course Title	Classroom Management
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The *Classroom Management* course prepares future educators to establish and maintain a positive, productive, and inclusive classroom environment. The course covers key theories, models, and practical strategies for managing student behavior, fostering engagement, and building a respectful classroom culture. Emphasis is placed on proactive and culturally responsive management techniques, understanding student motivation, and effective communication. Through reflective practices and real-life case analysis, student-teachers learn to address diverse classroom challenges, collaborate with school communities, and create environments conducive to learning and development.

5. Course Objectives

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

- Understand and apply various classroom management theories and models to maintain a positive learning environment.
- Develop proactive and inclusive behavior management strategies tailored to students' developmental and cultural needs.
- Use communication and conflict-resolution skills to promote respectful relationships and address behavioral challenges.
- Analyze the role of teacher-student relationships and classroom structures in fostering motivation and engagement.
- Collaborate with families, colleagues, and school communities to support student behavior and academic success.
- Reflect critically on classroom management practices to enhance their teaching effectiveness and professional growth.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of foundational and contemporary theories and models of classroom and behavior management.
- **CLO 1.2:** Analyze the psychological, social, and cultural factors that influence student behavior and classroom dynamics.

Skills

- **CLO 2.1:** Design and implement proactive, inclusive, and developmentally appropriate classroom management plans.
- **CLO 2.2:** Apply effective communication, motivation, and conflict resolution techniques to promote a respectful and safe learning environment.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate the effectiveness of classroom management strategies and adapt practices to meet diverse learner needs.
- **CLO 3.2:** Propose innovative solutions to common classroom management challenges using reflective and research-based approaches.

Values and Professionalism

- **CLO 4.1:** Promote equity, inclusivity, and ethical responsibility in classroom practices that support all learners.

<ul style="list-style-type: none"> • CLO 4.2: Engage in self-assessment and professional reflection to continuously improve classroom management approaches. <p>Collaboration and Community Engagement</p> <ul style="list-style-type: none"> • CLO 5: Collaborate with families, colleagues, and communities to develop consistent behavioral expectations and support systems for students

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Case studies Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Group work on teachers' school existing scenario discussion	Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4 & 8
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10 & 11
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1 &2	Learning theories and classroom management <ul style="list-style-type: none"> • classroom management • personal philosophy about teaching and learning affect beliefs about classroom management <p>well-managed classroom</p>
3&4	The personal philosophy of Classroom management <ul style="list-style-type: none"> • teaching and learning beliefs <p>ways teachers can create a plan for teaching and learning</p>
5&6	The features of classroom management <ul style="list-style-type: none"> • Planning, motivating, teaching, and assessing the curriculum • Differentiation of instruction • Multigrade classrooms • Overcrowded classrooms
7	Mid Term Exams
8&9	Critically analyze classroom observations and data collection <ul style="list-style-type: none"> • challenges teachers negotiate in the management of a classroom • classroom discipline and management differ <p>classroom environment</p>
10&11	Design an effective classroom environment <ul style="list-style-type: none"> • Identify resources for learning. • Use displays and visuals to enhance the learning environment in the classroom. • Arrange seating for different kinds of learning experiences. • Employ physical facilities to enhance the learning environment.
12,&13	Classroom routines and structures. <ul style="list-style-type: none"> • classroom routines and structures • the management of classroom time. • structures and routines in a multigrade context • deal with special needs and situations • routines and structures be used to teach specific subject content such as math, science, or literacy • routines and structures be used to promote cooperation and collaborative learning

14 & 15	An ethic of care in my classroom <ul style="list-style-type: none"> • Diverse classrooms as caring, democratic communities <ul style="list-style-type: none"> • Respectful relations between teachers, students, and parents. • the community in my classroom • routines and structures need to be put in place for community involvement in schools and classrooms • In what ways might community involvement be different in multigrade classroom • Diverse classrooms as caring, democratic communities • Diverse classrooms as caring, democratic communities
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
11. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

12. Text Book/ Referece Books
<ul style="list-style-type: none"> • Evertson, C. M., & Emmer, E. T. (2016). <i>Classroom management for middle and high school teachers</i> (10th ed.). Pearson. • Wong, H. K., & Wong, R. T. (2018). <i>The first days of school: How to be an effective teacher</i> (5th ed.). Harry K. Wong Publications. • Jones, F. H. (2013). <i>Tools for teaching: Discipline, instruction, motivation</i> (2nd ed.). Fredric H. Jones & Associates. • Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). <i>Classroom management that works: Research-based strategies for every teacher</i>. ASCD. • Charles, C. M., & Senter, G. W. (2011). <i>Building classroom discipline</i> (10th ed.). Pearson.

- Weinstein, C. S., Romano, M. E., & Mignano, A. J. (2016). *Elementary classroom management: Lessons from research and practice* (6th ed.). McGraw-Hill Education.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2012). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed.). Routledge.
- Emmer, E. T., & Evertson, C. M. (2012). *Classroom management for elementary teachers* (9th ed.). Pearson.
- Levin, J., Nolan, J. F., Kerr, J., & Elliott, A. (2018). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson.
- Doyle, W. (2006). *Classroom organization and management*. In E. E. Hoy & C. Miskel (Eds.), *Educational administration: Theory, research, and practice* (8th ed.). McGraw-Hill.

13. Online Learning Material

Edutopia – Classroom Management Strategies

► <https://www.edutopia.org/classroom-management>

ASCD – Association for Supervision and Curriculum Development

► <https://www.ascd.org/search?q=classroom+management>

The Teaching Channel – Videos on Classroom Management

► <https://www.teachingchannel.com/classroom-management/>

Understood.org – Behavior and Classroom Tips

► <https://www.understood.org>

American Psychological Association – Classroom Behavior Resources

► <https://www.apa.org/education/k12/classroom-management>

National Education Association (NEA) – Classroom Discipline Resources

► <https://www.nea.org/professional-excellence/classroom-management>

Classroom Management Ideas (Pinterest Boards and Blogs)

► <https://www.pinterest.com/search/pins/?q=classroom%20management>

Coursera – Classroom Management Courses

► <https://www.coursera.org>

Khan Academy – Teaching and Learning Resources

► <https://www.khanacademy.org/partner-content/teach>

Pakistan Ministry of Education – Teacher Training Portal (Local Source)

► <http://www.moe.gov.pk>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 312
Course Title	Contemporary Issues & Trends in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The *Contemporary Issues & Trends in Education* course critically explores the dynamic challenges and emerging trends that shape educational theory, policy, and practice at national and global levels. Student-teachers will examine the impact of sociocultural, political, economic, technological, and environmental factors on education systems. The course fosters critical inquiry, reflective practice, and responsiveness to change, preparing future educators to navigate complex issues such as inclusive education, digital transformation, educational equity, curriculum reforms, teacher professionalism, and globalization. Through research, dialogue, and collaboration, student-teachers develop the knowledge and competencies necessary to become informed, innovative, and transformative education professionals.

5. Course Objectives

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

- Identify and analyze key contemporary issues and trends in education at local, national, and international levels.
- Understand the historical, political, and socio-economic contexts influencing educational reforms and challenges.
- Evaluate the impact of emerging technologies and global shifts on teaching, learning, and assessment practices.
- Promote inclusive, ethical, and sustainable approaches to educational development.
- Engage in reflective and critical discussions on education policies and practices.
- Conduct research and propose innovative responses to real-world educational challenges.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate comprehensive understanding of current educational issues, policies, and global trends affecting the teaching and learning process
- **CLO 1.2:** Analyze the interplay of historical, socio-political, and economic factors in shaping contemporary educational systems and reforms.

Skills

- **CLO 2.1:** Evaluate the implications of contemporary issues for classroom practice, curriculum development, and assessment.
- **CLO 2.2:** Use ICT tools and research data to investigate emerging trends and effectively communicate findings and recommendations.

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical inquiry and reflective thinking to examine and respond to current and anticipated challenges in education.
- **CLO 3.2:** Propose innovative, research-informed strategies to address equity, inclusion, and quality in education.

Values and Professionalism

- **CLO 4.1:** Uphold ethical responsibility and professional integrity in analyzing and responding to educational challenges.
- **CLO 4.2:** Demonstrate commitment to continuous professional development in response to evolving educational landscapes.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, institutions, and communities to explore educational innovations and reform strategies.

7. Teaching and Assessment			
Code		Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 5, 7, 8 & 9
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	<p>Introduction to contemporary issues in education</p> <p>The concept and understanding of contemporary issues in educational settings • Linkages and implications of issues in a local, national, and global context • Methods of exploring and investigating issues</p> <p>Student Teachers will develop an understanding of different issues and trends that affect education and explore the means of further investigating these.</p>
2	<p>Diversity • The impact of diversity on education</p> <p>Approaches to addressing diversity issues: ; Learning difficulties ; Language ; Religion ; Gender ; Culture ; Social and economic status</p> <p>• The role of education in addressing issues of diversity • Strategies and examples of diversity-inclusive pedagogy</p> <p>Define the concept of diversity I explain different aspects of diversity I discuss the impact of diversity on education I identify the role of education in addressing diversity issues I apply diversity-inclusive pedagogy in professional practice.</p>
3	<p>The role of peace education at the micro- and macro-levels.</p> <p>• Introduction to peace education • Societal factors affecting peace in the Pakistani context</p> <p>Conflicts in schools: ; Tolerance ; Bullying ; Violence • Conflict resolution at the school level.</p> <p>• The impact of peace issues on education • Peace education: A strategy for conflict resolution</p> <p>By the end of Unit 3, Student Teachers will be able to: I defines the concepts of peace and peace education I identify and explain the major forms of conflict in society I explain the importance of peace education in Pakistan I determine the relationship between peace education and the development of society.</p>
4	<p>The role of schools in addressing contemporary issues</p> <p>• The relationship between school and society • Schools as social agents and social critics</p> <p>• The importance of character education and skills development • Factors affecting the quality of schooling</p> <p>identify the relationship between school and society I analyse the role of schools</p>

	in developing active citizens and future professionals and in imparting democratic education I explain the factors affecting the quality of schooling
5	<p>The changing role of the teacher</p> <ul style="list-style-type: none"> • The various roles of a teacher • The teacher's responsibility to value all learners • Teachers as world change agents • External issues affecting teachers' performance • Interpersonal and social issues in education • Internal issues affecting teachers' performance • Teachers' strategies to tackle the issues <p>I demonstrate an awareness of a teacher's responsibility to value the students and their issues I explain the teacher's role as change agent I apply teaching skills and problem-solving approaches that are useful for developing critical thinking and communication skills</p>
6	<p>Gender equality in education Week # Topics/themes 8 • Education as a basic human right (irrespective of gender, class, etc.) 9 • Gender disparity in education</p> <ul style="list-style-type: none"> • Girls' education • The role of educated mothers • The role of women in socio-economic development <p>identify and analyse the role of different stakeholders in maintaining effective human relationships within the school system I persuade people in favour of educating girls.</p>
7	<p>: Globalization, the Millennium Development Goals, and Education for All</p> <ul style="list-style-type: none"> • MDGs: General description and indicators • Implementation of the MDGs • Challenges and further strategies in the local context • EFA: General description and indicators • Implementation of EFA • Challenges and further strategies in the local context
8	Midterm Examination
9	<p>. The quality of education</p> <p>What is quality education</p> <p>Rote memorization versus active learning • Learner-centered teaching strategies</p> <p>High dropouts and poor academic performance challenges of examinations • Overcrowded classrooms and teacher-student ratios • Diversified curriculum • The privatization of education in Pakistan and associated problems</p> <ul style="list-style-type: none"> • Medium or language of instruction •

	<p>I identify indicators that affect the quality of education</p> <p>suggest best practices for improvement at the classroom and school level</p>
10	<p>Presentation</p> <p>Individual work presentation</p> <p>Developing Communication, Presentation, Confidence and arguments</p>
11	<p>Administrative issues: Impact on education</p> <p>Monitoring and supervision • Accountability and transparency • The right people in the right jobs</p> <p>• Resource deployment • The lack of training of administrative staff</p> <p>examines administrative issues that affect the education system at large. In particular, it explores the gaps between policy and implementation plans, the lack of political will, and systems of administrative governance.</p>
12	<p>Challenges in Pakistani school</p> <p>examines issues related to schools and schools systems that affect the education system at large</p>
13	<p>presentation</p> <p>Individual work presentation</p> <p>Developing Communication, Presentation, Confidence and arguments</p>
14	Project/Presentation
15	Project / Presentation
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Referece Books

- Spring, J. (2021). *American education* (19th ed.). Routledge.
➤ <https://www.routledge.com/American-Education/Spring/p/book/9780367760173>
- Sadker, D. M., & Zittleman, K. R. (2021). *Teachers, schools, and society: A brief introduction to education* (5th ed.). McGraw-Hill Education.
➤ <https://www.mheducation.com/highered/product/teachers-schools-society-brief-introduction-education-sadker-zittleman/M9781264169972.html>
- Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
➤ <https://www.pearson.com/store/p/curriculum-foundations-principles-and-issues/P100000677087>
- Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE Publications.
➤ <https://us.sagepub.com/en-us/nam/the-curriculum/book232527>
- Levin, B., & Riffel, J. A. (2000). *Changing schools in a changing world*. Falmer Press.
➤ <https://www.routledge.com/Changing-Schools-in-a-Changing-World/Levin-Riffel/p/book/9780750709792>
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.
➤ <https://www.routledge.com/Cultural-Diversity-and-Education-Foundations-Curriculum-and-Teaching/Banks/p/book/9781138824355>
- Sahlberg, P. (2021). *Finnish lessons 3.0: What can the world learn from educational change in Finland?* (3rd ed.). Teachers College Press.
➤ <https://www.tcpress.com/finnish-lessons-3.0-9780807768261>
- Rizvi, F., & Lingard, B. (2009). *Globalizing education policy*. Routledge.
➤ <https://www.routledge.com/Globalizing-Education-Policy/Rizvi-Lingard/p/book/9780415466080>
- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
➤ <https://www.tcpress.com/the-new-meaning-of-educational-change-9780807756800>

- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute.
➤ <https://learningpolicyinstitute.org/product/educating-whole-child-report>

14. Online Learning Material

- **UNESCO – Education Topics and Reports**
➤ <https://www.unesco.org/en/education>
- **World Bank – Education Overview and Reports**
➤ <https://www.worldbank.org/en/topic/education>
- **Global Education Monitoring Report (UNESCO)**
➤ <https://www.education-progress.org>
- **Brookings Institution – Center for Universal Education**
➤ <https://www.brookings.edu/center/center-for-universal-education/>
- **The Conversation – Education Section**
➤ <https://theconversation.com/global/topics/education-17>
- **Education International – Global Teacher Issues**
➤ <https://www.ei-ie.org>
- **OECD – Education at a Glance & Trends**
➤ <https://www.oecd.org/education/>
- **International Bureau of Education (IBE) – UNESCO**
➤ <https://www.ibe.unesco.org/en>
- **Pakistan Education Statistics – Academy of Educational Planning and Management (AEPAM)**
➤ <http://www.aepam.edu.pk>
- **Teachers Without Borders – Education Resources**
➤ <https://www.teacherswithoutborders.org>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 313
Course Title	Curriculum Development
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The *Curriculum Development* course explores the foundational principles, models, and processes involved in designing, implementing, and evaluating educational curricula. It examines the historical, philosophical, sociocultural, and political influences that shape curriculum design at various educational levels. Student-teachers will critically analyze national and international curriculum frameworks, reflect on the alignment between curriculum, pedagogy, and assessment, and develop the skills to design contextually relevant and inclusive curricula. The course encourages collaboration, innovation, and reflective practice to equip future educators with the knowledge and tools to contribute meaningfully to curriculum reform and educational improvement.

5. Course Objectives

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

- Understand key concepts, theories, and models related to curriculum development.
- Analyze the historical, social, cultural, and political influences on curriculum design.
- Evaluate national and international curriculum frameworks and reforms.
- Design developmentally appropriate and inclusive curricula aligned with learning goals and standards.
- Apply curriculum development processes including planning, implementation, and evaluation.
- Reflect on the role of teachers as curriculum developers and change agents in education.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate a comprehensive understanding of curriculum concepts, theoretical foundations, and development models.
- **CLO 1.2:** Analyze the sociocultural, historical, and political influences on curriculum planning and reform efforts.

Skills

- **CLO 2.1:** Design learner-centered, inclusive, and outcomes-based curricula aligned with national standards.
- **CLO 2.2:** Apply appropriate methods to implement and evaluate curriculum effectiveness in diverse educational settings.

Critical Thinking & Innovation

- **CLO 3.1:** Critically examine contemporary curriculum reforms and propose innovative, context-relevant improvements.
- **CLO 3.2:** Integrate research findings and emerging trends into curriculum design and evaluation processes.

Values and Professionalism

- **CLO 4.1:** Promote ethical, inclusive, and culturally responsive curriculum practices.
- **CLO 4.2:** Reflect on the role of teachers as professionals and curriculum developers in advancing education quality.

Collaboration and Community Engagement

- **CLO 5:** Engage with peers, institutions, and community stakeholders in the process of curriculum development and reform.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Introduction to Curriculum : meaning, definitions, elements and characteristics of curriculum
2	Need and Importance of Curriculum
3	Types of Curriculum
4	Models of Curriculum Rational models <ul style="list-style-type: none"> • Tyler model • Hilda Taba model Cyclic model Wheeler
5	Curriculum aims, goals and objectives
6	Taxonomies of educational objectives <ul style="list-style-type: none"> • Cognitive domain • Affective domain • Psychomotor domain Solo taxonomy of educational objectives
7	Revision of all the taught topics Students' portfolio
8	Mid-term Examination
9	Foundations of Curriculum Philosophical Foundation of Curriculum
10	Psychological foundation Sociological foundation
11	Curriculum development processes interactive discussion ,interactive lecture
12	Internal and external factors influencing the curriculum development process interactive lecture ,academic forum, and debates

13	Curriculum development in Pakistan academic forum, and debates
14	Curriculum evaluation The nature of evaluation <ul style="list-style-type: none"> • Functions of evaluation • Types of evaluation • The role of evaluation in curriculum improvement Power point Presentations demonstration
15	Revision of all the taught topics student portfolio
16	Final Term Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books
<ul style="list-style-type: none"> • Ornstein, A. C., & Hunkins, F. P. (2016). <i>Curriculum: Foundations, principles, and issues</i> (7th ed.). Pearson. ► https://www.pearson.com/store/p/curriculum-foundations-principles-and-issues/P100000677087 • Print, M. (1993). <i>Curriculum development and design</i> (2nd ed.). Allen & Unwin. ► https://www.worldcat.org/title/27811571

- Kelly, A. V. (2009). *The curriculum: Theory and practice* (6th ed.). SAGE Publications.
➤ <https://us.sagepub.com/en-us/nam/the-curriculum/book232527>
- Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development: A guide to practice* (9th ed.). Pearson.
➤ <https://www.pearson.com/en-us/subject-catalog/p/curriculum-development-a-guide-to-practice/P200000003146>
- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.
➤ <https://press.uchicago.edu/ucp/books/book/chicago/B/bo13179771.html>
- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.
➤ <https://www.worldcat.org/title/303756>
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Pearson.
➤ <https://www.pearson.com/store/p/curriculum-alternative-approaches-ongoing-issues/P100000677240>
- Pinar, W. F. (2012). *What is curriculum theory?* (2nd ed.). Routledge.
➤ <https://www.routledge.com/What-Is-Curriculum-Theory/Pinar/p/book/9780415804110>
- Posner, G. J. (2004). *Analyzing the curriculum* (3rd ed.). McGraw-Hill Education.
➤ <https://www.worldcat.org/title/52566028>
- Null, W. (2011). *Curriculum: From theory to practice*. Rowman & Littlefield Publishers.
➤ <https://rowman.com/ISBN/9780742570310/Curriculum-From-Theory-to-Practice>

14. Online Learning Material

UNESCO – Curriculum Development Portal

➤ <https://www.unesco.org/en/themes/education/curriculum>

National Curriculum Council Pakistan



<http://www.mofept.gov.pk/Detail/OGUzMjYxYTAAtNTcyNC00ZGYzLWFmN2UtM2Y0MGM5OWY2OWYz>

ERIC (Education Resources Information Center) – Curriculum Development

➤ <https://eric.ed.gov/?q=curriculum+development>

International Bureau of Education (IBE) – UNESCO

➤ <https://www.ibe.unesco.org/en>

OECD – Curriculum and Learning Innovation

► <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/>

Learning Policy Institute – Curriculum Resources

► <https://learningpolicyinstitute.org>

Edutopia – Curriculum and Instruction

► <https://www.edutopia.org/topic/curriculum-planning>

British Council – Curriculum Design in Education

► <https://www.britishcouncil.org/school-resources/find/curriculum>

Education Corner – Curriculum Development

► <https://www.educationcorner.com/curriculum-development.html>

Open University – Curriculum Design and Development Course (Free)

► <https://www.open.edu/openlearn/education-development/curriculum-design-and-development>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 311
Course Title	Educational Psychology
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The course *Educational Psychology* introduces student-teachers to the psychological principles that underpin effective teaching and learning. It explores major theories of human development, learning, motivation, cognition, and individual differences in the educational context. The course focuses on understanding how students learn and develop, applying psychological knowledge to classroom practices, and addressing the diverse needs of learners. Student-teachers will also explore classroom assessment, behavior management, and inclusive strategies to support all learners. Emphasizing reflective and research-informed practice, this course equips future educators to foster positive learning environments and promote holistic student development.

5. Course Objectives

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

- Understand key psychological theories and principles related to learning and development.
- Apply psychological concepts to enhance teaching effectiveness and learner engagement.
- Recognize individual differences among learners, including cognitive, emotional, and social aspects.
- Address students' developmental and learning needs through inclusive and supportive strategies.
- Evaluate the role of motivation, cognition, and assessment in improving student learning.
- Reflect on the application of educational psychology in real classroom settings to support professional growth.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of core theories of learning, development, and motivation relevant to educational practice.
- **CLO 1.2:** Analyze the role of psychological, social, and cultural factors in influencing learner behavior and academic outcomes.

Skills

- **CLO 2.1:** Apply psychological principles to design developmentally appropriate, learner-centered instructional strategies.
- **CLO 2.2:** Identify and respond to individual differences, including students with special educational needs, through evidence-based interventions.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate learning environments and suggest strategies to enhance learner motivation, engagement, and achievement.
- **CLO 3.2:** Integrate current research and trends in educational psychology to address classroom challenges innovatively.

Values and Professionalism

- **CLO 4.1:** Promote inclusive, ethical, and respectful learning environments that support the well-being of all students.
- **CLO 4.2:** Reflect on personal teaching practices using psychological insights to improve educational outcomes and professional competence.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with families, school professionals, and communities to support students' psychological and educational development.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Formative assessment Quizzes Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion Reading tasks	Reflection Examination Quizzes examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Values and Professionalism		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4 & 5
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6, & 10

5	CLO 5	PLO 4, 8 & 11
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9. Course Contents	
Session	Topic
1	INTRODUCTION TO PSYCHOLOGY <ul style="list-style-type: none"> Scientific approach Goals of Psychology Key issues of Psychology Branches of Psychology <p>origin of psychology</p>
2	APPROACHES IN PSYCHOLOGY <p>Historical Approaches</p> <ul style="list-style-type: none"> Structuralism Functionalism Gestalt <p>Modern Approaches</p> <ul style="list-style-type: none"> Psychodynamic perspective Behavioral perspective Humanistic perspective Cognitive perspective Socio-cultural perspective Evolutionary perspective Eclectic approach
3	PERSONALITY <ul style="list-style-type: none"> Psychodynamic Approaches in Personality Trait Approaches Learning Approaches to Personality Biological and Evolutionary Approaches Humanistic Approaches Personality assessment
4	LEARNING <p>Behavioral approaches / theories of learning</p> <ul style="list-style-type: none"> Classical Conditioning Operant Conditioning <p>Cognitive approaches / theories of learning</p> <ul style="list-style-type: none"> Social Learning Theories
5	RESEARCH IN PSYCHOLOGY <ul style="list-style-type: none"> The nature and aims of research in psychology Difference between scientific and non-scientific approaches in research Types of Psychological Research Research Process

6	MOTIVATION <ul style="list-style-type: none"> • Motivational Process • Intrinsic and Extrinsic Motivation EMOTIONS Understanding Emotional Experiences <ul style="list-style-type: none"> • Theories of Emotions • Functions of emotions Emotional Intelligence
7	Neuroscience and behavior <ul style="list-style-type: none"> • Neurons • The nervous system and the Endocrine System • The Brain
8	
9	SENSATION AND PERCEPTION <ul style="list-style-type: none"> • What is Sensation? • What is perception? • Perceptual process. • Perceptual Organization • Social Perception • Stereotyping • Attribution
10	Cognition and Language <ul style="list-style-type: none"> • Thinking and reasoning • Problem solving language
11	MEMORY AND FORGETTING Definition of Memory Process of Memory Stages of Memory Causes of Memory Failure How to Improve Memory Forgetfulness
12	INTELLIGENCE <ul style="list-style-type: none"> • Theories of Intelligence • Practical Intelligence • Assessing Intelligence • Intellectual Disabilities • Gifted intelligence Genetic and Environmental Differences
13	SOCIAL PSYCHOLOGY Social Cognition <ul style="list-style-type: none"> • Attribution • Locus of Control

	<ul style="list-style-type: none"> • Attitudes and Persuasion • Prosocial Behavior • Social Relations
14	STRESS, HEALTH AND COPING <ul style="list-style-type: none"> • Introduction of connection of mind and body in health. • Role of stress in health • Stress management • Stress and personality
15	PSYCHOLOGY Disorders and Psychological treatments <ul style="list-style-type: none"> • Recognizing Abnormal Behavior • Categories of Psychological Disorders • Psychotherapies
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 10	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book/ Referece Books
<ul style="list-style-type: none"> • Woolfolk, A. (2020). <i>Educational psychology</i> (14th ed.). Pearson. ▶ https://www.pearson.com/store/p/educational-psychology/P100000883969 • Santrock, J. W. (2018). <i>Educational psychology</i> (6th ed.). McGraw-Hill Education. ▶ https://www.mheducation.com/highered/product/educational-psychology-santrock/M9781259918420.html

- Ormrod, J. E. (2017). *Educational psychology: Developing learners* (9th ed.). Pearson.
➤ <https://www.pearson.com/store/p/educational-psychology-developing-learners/P100000455093>
- Schunk, D. H. (2016). *Learning theories: An educational perspective* (7th ed.). Pearson.
➤ <https://www.pearson.com/store/p/learning-theories-an-educational-perspective/P100000679010>
- McDevitt, T. M., & Ormrod, J. E. (2015). *Child development and education* (6th ed.). Pearson.
➤ <https://www.pearson.com/store/p/child-development-and-education/P100000602072>
- Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.
➤ <https://www.pearson.com/store/p/educational-psychology-theory-and-practice/P100000631873>
- Berliner, D. C., & Calfee, R. C. (Eds.). (2013). *Handbook of educational psychology* (2nd ed.). Routledge.
➤ <https://www.routledge.com/Handbook-of-Educational-Psychology-2nd-Edition/Berliner-Calfee/p/book/9780805869871>
- Mayer, R. E. (2020). *Learning and instruction* (3rd ed.). Pearson.
➤ <https://www.pearson.com/store/p/learning-and-instruction/P100000414764>
- Slavin, R. E. (2017). *Educational psychology: Theory and practice* (12th ed.). Pearson.
➤ <https://www.pearson.com/store/p/educational-psychology-theory-and-practice/P100000631873>
- Santrock, J. W. (2017). *A topical approach to life-span development* (9th ed.). McGraw-Hill Education.
➤ <https://www.mheducation.com/highered/product/topical-approach-life-span-development-santrock/M9781259924008.html>

13. Online Learning Material

- **American Psychological Association – Educational Psychology Resources**
➤ <https://www.apa.org/education/k12/psychology>
- **Simply Psychology – Educational Psychology Articles**
➤ <https://www.simplypsychology.org/educational-psychology.html>
- **ERIC – Educational Psychology Research**
➤ <https://eric.ed.gov/?q=educational+psychology>

- **National Association of School Psychologists (NASP)**
➤ <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-educational-psychology>
- **Education.com – Educational Psychology Resources**
➤ <https://www.education.com/resources/educational-psychology/>
- **OpenStax – Psychology (Free Textbook)**
➤ <https://openstax.org/details/books/psychology>
- **Khan Academy – Psychology & Cognitive Science**
➤ <https://www.khanacademy.org/science/psychology>
- **Verywell Mind – Educational Psychology**
➤ <https://www.verywellmind.com/what-is-educational-psychology-2795166>
- **Edutopia – Social and Emotional Learning & Psychology**
➤ <https://www.edutopia.org/social-emotional-learning>
- **Teaching Tolerance – Resources for Psychological Development**
➤ <https://www.learningforjustice.org>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	FOUNDATIONS OF EDUCATION
Credit Hours	03
Prerequisite	none
Program	B.Ed
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	Monday, Tuesday, Wednesday, Thursday & Sunday (9:00 – 5:00)
3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	
4. Course Description	

Foundations of Education provides student-teachers with a comprehensive understanding of the historical, philosophical, sociological, and political underpinnings of education. The course explores how foundational perspectives influence educational goals, curricula, policies, and teaching practices. It critically examines the role of education in social transformation, cultural development, national integration, and global citizenship. Through inquiry, reflection, and discourse, student-teachers will connect theoretical insights with practical realities, enabling them to become ethically grounded, critically aware, and socially responsible educators.

5. Course Objectives

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

- Understand key philosophical, historical, and sociological foundations of education.
- Examine how educational philosophies and ideologies have shaped schooling and curriculum over time..
- Analyze the role of education in promoting equity, citizenship, and social justice.
- Reflect on the relationship between education and culture, identity, and national development.
- Understand the influence of global trends and policies on national educational systems.
- Apply foundational knowledge to critically evaluate current educational practices and policies.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of major educational philosophies, historical movements, and sociological perspectives in education.
- **CLO 1.2:** Analyze how foundational theories and ideologies have influenced educational systems, goals, and practices.

Skills

- **CLO 2.1:** Apply foundational concepts to examine and evaluate current educational practices, curriculum decisions, and policy frameworks.
- **CLO 2.2:** Use critical and reflective thinking to explore education's role in social change, national identity, and development.

Critical Thinking & Innovation

- **CLO 3.1:** Engage with diverse educational ideas and propose innovative approaches that align with philosophical and sociocultural foundations.
- **CLO 3.2:** Integrate contemporary global and national trends with foundational theories to inform future educational directions..

Values and Professionalism

- **CLO 4.1:** Demonstrate commitment to ethical values, inclusive education, and democratic principles in teaching and learning..
- **CLO 4.2:** Reflect on personal beliefs, cultural identity, and professional values as an educator in a diverse society.

Collaboration and Community Engagement

- **CLO 5:** Participate in informed dialogue and collaboration with peers and communities to promote educational equity and civic responsibility.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings articles, Group work on teachers' school existing scenario discussion	Case studies Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group work	Case studies Group work and presentations
5	Collaboration and Community Engagement		
	CLO 5	Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5, 9 & 10
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Ideological Foundations of Education. <ul style="list-style-type: none"> • Concept of Education • Islamic Foundation • The Islamic concept of peace The interaction of other religions with Islam in an Islamic state • The roles and expectations of the teacher
2	The philosophical foundations of education <ul style="list-style-type: none"> • The nature, scope, and function of the philosophy of education The role of educational philosophy 5 Main philosophical thoughts or schools of thought
3	Idealism in education Realism in education
4	The philosophical foundations of education Pragmatism in education Critical philosophical theories in education
5	The sociological foundations of education The functionalist perspectives on education The conflict perspectives on education
6	The sociological foundations of education The interactionist perspectives on education
7	The psychological foundations of education The behaviorist perspective on education The constructivist perspective on education
8	Mid Term Exams

9	The psychological foundations of education The social cognitivist perspective on education. The humanist perspective on education Instruction, learning process, and assessment strategies in light of the psychological perspective
10	The historical foundations of education The education system before the British invasion of the subcontinent Darul Uloom Deoband Darul Uloom Nadwat-ul-Ulma
11	The historical foundations of education Pakistan's education system (in light of education policies) • The state of elementary education • The state of secondary education • The state of tertiary education and the role of the HEC • The influence of the 18th amendment on education and thereafter
12	The historical foundations of education Pre Pakistan period (712 A.D) Period from 1947-1958 Period from 1959-1971 Period from 1972-1979 Period from 1980-1991 Period from 1980-1991 Period from 1992-to date
13	Challenges and Prospects in Education System in Pakistan Poor conditions of schools. Segregation in the education system. Poor teacher training
14	Challenges and Prospects in Education System in Pakistan The role of teachers in nation-building. Teacher training to address individual differences. The move against corruption
15	Aims of Education
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%

	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Referece Books

Ornstein, A. C., & Hunkins, F. P. (2018). *Foundations of education* (12th ed.). Cengage Learning.

► <https://www.cengage.com/c/foundations-of-education-12e-ornstein/>

Kawulich, B., & Yost, D. (2014). *Foundations of education: Instructional strategies for teaching middle and secondary school* (6th ed.). Pearson.

► <https://www.pearson.com/store/p/foundations-of-education-instructional-strategies-for-teaching-middle-and-secondary-school/P100000352947>

Schiro, M. (2013). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). SAGE Publications.

► <https://us.sagepub.com/en-us/nam/curriculum-theory/book233799>

Flinders, D. J., & Thornton, S. J. (2013). *The curriculum studies reader* (3rd ed.). Routledge.

► <https://www.routledge.com/The-Curriculum-Studies-Reader-3rd-Edition/Flinders-Thornton/p/book/9780415808934>

Brubacher, J. S. (2011). *On the philosophy of education* (3rd ed.). Routledge.

► <https://www.routledge.com/On-the-Philosophy-of-Education/Brubacher/p/book/9780205002979>

Good, T. L., & Brophy, J. E. (2008). *Foundations of education* (7th ed.). Pearson.

► <https://www.pearson.com/store/p/foundations-of-education/>

Adams, F. M., & Hamm, M. E. (2013). *Education in the United States: Foundations and practices* (7th ed.). Pearson.

► <https://www.pearson.com/store/p/education-in-the-united-states-foundations-and-practices/P100000677102>

Ryan, K. (2013). *Philosophy of education: An anthology*. Wiley-Blackwell.

► <https://www.wiley.com/en-us/Philosophy+of+Education%3A+An+Anthology%2C+3rd+Edition-p-9781118329703>

Jackson, P. W. (2013). *Life in classrooms*. Teachers College Press.

► <https://www.tcpres.com/life-in-classrooms-9780807747594>

Goodlad, J. I. (1990). *Teachers for our nation's schools*. Jossey-Bass.

► <https://www.wiley.com/en-us/Teachers+for+Our+Nation%27s+Schools-p-9780471522722>

14. Online Learning Material

- **Stanford Encyclopedia of Philosophy – Philosophy of Education**

► <https://plato.stanford.edu/entries/education-philosophy/>

- **ERIC – Education Resources Information Center**

► <https://eric.ed.gov/?q=foundations+of+education>

- **Open Education Resources (OER) Commons – Foundations of Education**

► <https://www.oercommons.org/courses/foundations-of-education>

- **The Glossary of Education Reform**

► <https://www.edglossary.org/>

- **National Education Association (NEA) – Education Topics**

► <https://www.nea.org/professional-excellence/student-engagement/tools-tips/foundations-education>

- **TeachThought – Foundations of Education Articles**

► <https://www.teachthought.com/category/education-future/>

- **The British Educational Research Association (BERA)**

► <https://www.bera.ac.uk/>

- **Khan Academy – Teaching and Learning Foundations**

► <https://www.khanacademy.org/college-careers-more/education-advancement>

- **World Bank – Education Overview**

► <https://www.worldbank.org/en/topic/education/overview>

- **Education Corner – Foundations of Education**

► <https://www.educationcorner.com/foundations-of-education.html>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 322
Course Title	Introduction to Guidance and Counselling
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	Dr Anjum Bano Kazimi
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

Introduction to Guidance and Counselling course is designed to equip future educators with essential knowledge, skills, and attitudes to support the personal, social, academic, and career development of learners. The course explores foundational concepts, theories, and practices of guidance and counselling in educational settings. It emphasizes the role of teachers as facilitators of student growth, recognizing individual needs and providing appropriate support systems. The course highlights ethical considerations, inclusive practices, and collaboration with families and communities. By integrating theory with practice, student-teachers will be prepared to create supportive and nurturing environments that foster students' well-being and holistic development.

5. Course Objectives

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

- Understand the key concepts, principles, and types of guidance and counselling in education.
- Recognize the role of guidance and counselling in supporting learners' academic, personal, social, and career development.
- Identify student needs and apply appropriate counselling strategies and techniques in classroom settings.
- Collaborate with parents, colleagues, and community resources to provide comprehensive student support.
- Uphold ethical and professional standards in guidance and counselling practices.
- Reflect on their roles as supportive educators and facilitators of student well-being.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the theoretical foundations, principles, and types of guidance and counselling.
- **CLO 1.2:** Explain the developmental needs of learners and the importance of guidance and counselling in educational contexts..

Skills

- **CLO 2.1:** Identify students' academic, emotional, behavioral, and career-related concerns and respond with appropriate strategies.
- **CLO 2.2:** Apply basic counselling techniques and supportive interventions to help learners in diverse situations.

Critical Thinking & Innovation

- **CLO 3.1:** Analyze real-life classroom situations and propose innovative, context-appropriate guidance strategies.
- **CLO 3.2:** Utilize current research and data to inform counselling practices and address emerging student needs.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, confidentiality, and respect for diversity in guidance and counselling practices.

- **CLO 4.2:** Reflect on one's own counselling skills and attitudes to improve professional effectiveness and student support.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with families, school personnel, and community organizations to create a supportive network for students.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 4, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3, 4, 5 & 6
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 4,8 & 11

5	CLO 5	PLO 1, 4 & 8
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9. Course Contents	
Session	Topic
1	Introduction to guidance and counseling: ✓ Introduction to guidance and counselling ✓ The basic concepts of guidance and counselling: Guidance, counselling, and psychotherapy The Islamic concept of guidance and counselling.
2	✓ The scope of guidance and counselling: family, administration, and peers ✓ Principles of guidance and counselling Types of guidance and counselling: Educational and personal
3	✓ Types of guidance and counselling: Social and vocational ✓ Theories of guidance and counselling ✓ • Carl Roger ✓ • Erik Erikson ✓ • Alfred Adler • B. F. Skinner
4	The course instructor as a counselor ✓ Qualities of a counsellor: Personal and professional ✓ Guidance services that a teacher can provide
5	✓ The teacher as an agent of change: Problems in the classroom for guidance and counseling The teacher as an agent of change: Issues in school for change
6	✓ The role of a teacher as a counsellor in classroom for improving academic performance The role of a teacher as a change agent in school Ethical considerations of guidance and counselling
7	✓ Procedures and tools for guidance and counseling ✓ Steps and procedures of counselling reading and discussion material, case studies, poster-writing Strategies for solving problems or staging interventions
8	Midterm
9	Techniques and strategies for problem-solving • Observation ✓ Interview ✓ Cumulative record
10	✓ Questionnaire ✓ Case study ✓ Referring cases to the concerned professionals

11	<ul style="list-style-type: none"> ✓ School-wide guidance and counseling ✓ Problems and issues in primary schools: Educational, social, physical, psychological, and career ✓ Initiating guidance programmes in schools: ✓ Needs assessment Session
12	✓ Initiating guidance programmes in schools: Support structure
13	<ul style="list-style-type: none"> ✓ Initiating guidance programmes in schools: Tasks and activities Initiating guidance programmes in schools: Assessment of guidance and counselling programmes
14	<ul style="list-style-type: none"> ✓ Involving various stakeholders in the guidance programme: Parents Involving various stakeholders in the guidance programme: Community
15	Visualizing action plans
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester

S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy

'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books

- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
▶ <https://www.cengage.com/c/theory-and-practice-of-counseling-and-psychotherapy-10e-corey/>
- Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
▶ <https://www.pearson.com/store/p/counseling-a-comprehensive-profession/P100000654187>
- Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to guidance* (8th ed.). Pearson.
▶ <https://www.pearson.com/store/p/introduction-to-guidance/P100000345258>
- Neukrug, E. (2017). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning.

- <https://www.cengage.com/c/the-world-of-the-counselor-an-introduction-to-the-counseling-profession-5e-neukrug/>
- Feltham, C., & Horton, I. (Eds.). (2006). *The SAGE handbook of counselling and psychotherapy*. SAGE Publications.
 - <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-counselling-and-psychotherapy/book227902>
- Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to counseling and guidance* (6th ed.). Pearson.
 - <https://www.pearson.com/store/p/introduction-to-counseling-and-guidance/P100000338832>
- Egan, G. (2013). *The skilled helper: A problem-management approach to helping* (10th ed.). Brooks/Cole.
 - <https://www.cengage.com/c/the-skilled-helper-a-problem-management-approach-to-helping-10e-egan/>
- Remley, T. P., & Herlihy, B. (2016). *Ethical, legal, and professional issues in counseling* (5th ed.). Pearson.
 - <https://www.pearson.com/store/p/ethical-legal-and-professional-issues-in-counseling/P100000496997>
- Shertzer, B., & Stone, S. C. (1980). *Fundamentals of counseling*. Houghton Mifflin.
 - <https://www.hmhco.com/shop/k12/Fundamentals-of-Counseling/9780395204304>
- Sweeney, T. J. (2013). *Counseling children*. Routledge.
 - <https://www.routledge.com/Counseling-Children/Sweeney/p/book/9780415996305>

14. Online Learning Material

- **American Counseling Association (ACA)**
 - <https://www.counseling.org/>
- **National Institute of Mental Health (NIMH) – Counseling and Psychotherapy**
 - <https://www.nimh.nih.gov/health/topics/psychotherapies>
- **Counseling Today – ACA’s Magazine**
 - <https://ct.counseling.org/>
- **Verywell Mind – Guidance and Counseling Overview**
 - <https://www.verywellmind.com/what-is-guidance-counseling-2795233>
- **HelpGuide – Counseling and Therapy**
 - <https://www.helpguide.org/articles/therapy-family/counseling.htm>
- **Mental Health America – Find Support**
 - <https://mhanational.org/mental-health-treatment>
- **OpenLearn – Introduction to Counselling**
 - <https://www.open.edu/openlearn/health-sports-psychology/introduction-counselling/content-section-0>
- **Psychology Today – Find a Therapist**
 - <https://www.psychologytoday.com/us/therapists>
- **Educational Psychology Interactive – Guidance and Counseling Section**
 - <http://www.edpsycinteractive.org/topics/counsel.html>

- **British Association for Counselling and Psychotherapy (BACP)**
▶ <https://www.bacp.co.uk/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 200
Course Title	Teaching Reading and Writing
Credit Hours	03
Prerequisite	none
Program	B.Ed.

2. Instructor and contact information	
Faculty Name	Dr. Irfan Sheikh
Contact Number	
Email Address	dr.irfan@iqra.edu.pk
Office Number	
Office Hours	

3. Program Objectives	
<ul style="list-style-type: none">• PLO 1: Demonstrate the ability to deliver high-quality teaching and perform associated professional tasks to enhance the overall quality of education in schools.• PLO 2: Integrate theoretical frameworks with practical experiences in a reflective, innovative, and contextually relevant manner.• PLO 3: Recognize and nurture the full potential and wellbeing of all learners, including those with diverse learning needs, ensuring inclusive education practices.• PLO 4: Collaborate effectively with schools, families, and communities to identify, examine, and address students' needs and challenges in a safe and supportive environment.• PLO 5: Exhibit in-depth knowledge of subject content, pedagogical theories, and alternative assessment methods to foster meaningful learning experiences.• PLO 6: Develop professional competencies and a reflective understanding of teaching as a thoughtful, intellectual, and socially responsible endeavor.• PLO 7: Conduct and apply educational research to inform practice and address emerging challenges in professional teaching contexts.• PLO 8: Demonstrate effective communication skills, including proficiency in language use and the application of Information and Communication Technologies (ICT) for educational purposes.• PLO 9: Apply critical inquiry skills to engage intellectually, think creatively, innovate, and embrace diverse perspectives and emerging educational trends.• PLO 10: Pursue continuous professional development and lifelong learning to enhance teaching practices and educational outcomes.• PLO 11: Critically evaluate and align teaching practices with national and global standards to ensure relevance, quality, and continuous improvement in education.	

4. Course Description

The course *Teaching Reading and Writing* is designed to provide future educators with the necessary knowledge and skills to teach reading and writing effectively. This course bridges theoretical understanding with practical application, focusing on key literacy theories, developmental stages, instructional strategies, and assessment techniques. Emphasis is placed on inclusive teaching practices, addressing the needs of diverse learners, and fostering a supportive learning environment. Aligned with the B.Ed. program's goals, the course encourages reflective practices, critical inquiry, and collaboration with peers, schools, and communities, ensuring student-teachers are equipped to enhance literacy outcomes and pursue lifelong professional growth.

5. Course Objectives

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

- Understand and apply theories and models of reading and writing to design effective literacy instruction for diverse learners.
- Integrate theory with practice to design, implement, and assess literacy lessons for Junior High School students.
- Identify and address reading and writing challenges, applying evidence-based strategies for all learners.
- Design learner-centered instruction incorporating diverse teaching approaches and assessment methods.
- Use communication skills and ICT tools to enhance literacy instruction and collaborate effectively with peers and communities.
- Promote critical inquiry and innovation in literacy education to improve instructional practices and student outcomes.

6. Course Learning Outcomes

Knowledge

- **CLO 1.1:** Demonstrate a comprehensive understanding of the foundational theories, models, and principles of reading and writing development, and their application in diverse educational contexts.
- **CLO 1.2:** Analyze and integrate theoretical ideas with practical teaching experiences to design effective reading and writing lessons for diverse learners.

Skills

- **CLO 2.1:** Identify and assess the reading and writing challenges faced by students, particularly those with diverse learning needs, and apply evidence-based strategies for supporting their literacy development.
- **CLO 2.2:** Design and implement learner-centered reading and writing instruction, incorporating diverse teaching approaches and appropriate assessment methods.
- **CLO 2.3:** Utilize effective communication skills, including language and ICT tools, to enhance literacy instruction and collaborate with peers, schools, and communities.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical inquiry and innovative thinking in addressing literacy challenges by proposing creative solutions and adapting to emerging trends in education.
- **CLO 3.2:** Apply research-informed practices in the development and evaluation of reading and writing instructional strategies to improve learning outcomes.

Values and Professionalism

- **CLO 4.1:** Recognize the importance of nurturing the well-being and potential of all learners through inclusive, ethical, and culturally responsive literacy practices.
- **CLO 4.2:** Reflect on and evaluate personal teaching practices to continually improve the quality of literacy instruction and contribute to the professional teaching community.

Collaboration and Community Engagement

- **CLO 5.1:** Collaborate effectively with colleagues, schools, and the community to create a supportive literacy-rich environment that fosters student engagement and success.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & 1.2	<ul style="list-style-type: none">• Reading• Analysing• Describing• Classifying• Categorizing• Synthesizing• Decision-making• Critical thinking A major portion of the course will be taught using an interactive, student-centered teaching approach through the following methods: <ul style="list-style-type: none">• Inquiry content and process	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & 2.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
3	Critical Thinking & Innovation		

	CLO 3.1 & 3.2	Group Project	Group Project presentations
4	Values and Professionalism		
	CLO 4.1 & 4.2	Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection
5	Collaboration and Community Engagement		
	CLO 5.1 & 5.2	Reading tasks Case Studies Group Discussion/activities	Quizzes

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & 1.2	PLOs 2, 5, 11
2	CLO 2.1, 2.2 & 2.3	PLOs 1, 3, 4, 6, 8
3	CLO 3.1 & 3.2	PLOs 7, 9, 10
4	CLO 4.1 & 4.2	PLOs 3, 6, 10
5	CLO 5.1 & 5.2	PLOs 4

9. Course Contents		
Session	Topic	
1	• Course Introduction and Overview of Literacy	
2	• The Concept and Benefits of Reading and Writing	
3	Theories of Reading	
4	• Models of Reading	
5	• Components of Reading and Writing Appropriate for Learners	
6	• Components of Reading and Writing Appropriate for Learners	
7	Stages of Reading Development	
8	Midterm	
9	• Stages of Reading Development	

10	<ul style="list-style-type: none"> Approaches for Teaching Reading at JHS
11	<ul style="list-style-type: none"> Approaches for Teaching Reading at JHS
12	<ul style="list-style-type: none"> Identifying Reading and Writing Problems
13	<ul style="list-style-type: none"> Addressing Reading and Writing Problems
14	<ul style="list-style-type: none"> Assessing Reading: Tools and Techniques
15	<ul style="list-style-type: none"> Assessing Writing: Tools and Techniques
16	Final Examination

10. Schedule of Assessment Tasks for students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books
<ul style="list-style-type: none"> Tompkins, G. E. (2014). <i>Teaching writing: Balancing process and product</i> (6th ed.). Pearson. ➤ https://www.pearson.com/store/p/teaching-writing-balancing-process-and-product/P100000622173

- Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed.). Pearson.
➤ <https://www.pearson.com/store/p/literacy-for-the-21st-century-a-balanced-approach/P100000666090>
- Graves, D. H. (2003). *Writing: Teachers and children at work*. Heinemann.
➤ <https://www.heinemann.com/products/e00794.aspx>
- Allington, R. L., & Cunningham, P. M. (2015). *Classrooms that work: They can all read and write* (6th ed.). Pearson.
➤ <https://www.pearson.com/store/p/classrooms-that-work-they-can-all-read-and-write/P100000656347>
- Calkins, L. M. (2006). *The art of teaching reading*. Pearson.
➤ <https://www.pearson.com/store/p/the-art-of-teaching-reading/P100000155464>
- Rasinski, T. V., & Padak, N. D. (2013). *Effective reading strategies: Teaching children who find reading difficult* (5th ed.). Pearson.
➤ <https://www.pearson.com/store/p/effective-reading-strategies-teaching-children-who-find-reading-difficult/P100000616246>
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). Guilford Press.
➤ <https://www.guilford.com/books/Best-Practices-in-Writing-Instruction/Graham-MacArthur-Fitzgerald/9781462510085>
- Lenski, S. D., & Verbruggen, F. (2010). *Literacy teacher's toolkit*. International Reading Association.
➤ <https://www.literacyworldwide.org>
- Duke, N. K., & Pearson, P. D. (2002). *Effective practices for developing reading comprehension*. In Farstrup & Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.). International Reading Association.
➤ <https://www.literacyworldwide.org/docs/default-source/bonus-content/duke---effective-practices-for-developing-reading-comprehension.pdf>
- Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann.
➤ <https://www.heinemann.com/products/e00668.aspx>

14. Online Learning Material

- **International Literacy Association (ILA)**
➤ <https://www.literacyworldwide.org>
- **Reading Rockets – Teaching Reading and Writing**
➤ <https://www.readingrockets.org>
- **The Literacy Shed – Visual Literacy Tools**
➤ <https://www.literacyshed.com>
- **CommonLit – Free Reading Materials**
➤ <https://www.commonlit.org>
- **Into the Book – Strategies for Reading Comprehension**
➤ <https://reading.ecb.org>

- **Edutopia – Literacy Articles and Resources**
➤ <https://www.edutopia.org/literacy>
- **ReadWriteThink – Lesson Plans and Resources**
➤ <https://www.readwritethink.org>
- **Newsela – Reading Materials Based on Student Level**
➤ <https://www.newsela.com>
- **PBS LearningMedia – Reading and Language Arts**
➤ <https://www.pbslearningmedia.org/subjects/english-language-arts-and-literacy/>
- **Teaching Tolerance – Literacy for Social Justice**
➤ <https://www.learningforjustice.org/classroom-resources>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Research Methods in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed.
2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

Research Methods in Education is designed to introduce student-teachers to the fundamentals of educational research, including both qualitative and quantitative methodologies. The course focuses on developing an understanding of the research process, from identifying problems to collecting and analyzing data, and interpreting results. Emphasis is placed on ethical research practices, reflective inquiry, and the application of research to improve educational theory and practice. By engaging in small-scale research projects and developing critical inquiry skills, student-teachers will be empowered to contribute meaningfully to the educational community and to use research as a tool for continuous professional development.

5. Course Objectives

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

- Understand the nature, purpose, and types of research in education.
- Identify educational problems and formulate researchable questions or hypotheses.
- Distinguish between qualitative, quantitative, and mixed-methods research designs.
- Develop skills in data collection, analysis, and interpretation.
- Critically review educational literature and apply research findings to practice.
- Demonstrate ethical conduct in all phases of research.
- Design and present a basic educational research proposal.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of key concepts, principles, and types of educational research.
- **CLO 1.2:** Explain various research paradigms, methods, and tools used in educational inquiry.

Skills

- **CLO 2.1:** Formulate research questions, design basic research proposals, and select appropriate methodologies.
- **CLO 2.2:** Collect, organize, and interpret qualitative and/or quantitative data using appropriate tools

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical thinking to evaluate the validity and relevance of educational research.
- **CLO 3.2:** Integrate research findings into teaching practice to address classroom challenges innovatively.

Values and Professionalism

- **CLO 4.1:** Adhere to ethical standards in conducting and reporting educational research.
- **CLO 4.2:** Demonstrate reflective thinking in evaluating one's own research process and professional learning.

Collaboration and Community Engagement

- **CLO 5:** Engage in collaborative inquiry with peers and educational stakeholders to investigate and address educational issues.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Formative assessment Quizzes Examination
2	Teamwork		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Action research as a group task/discussion Reading tasks	Reflection Examination Quizzes examination
4	Communication		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Professional Skills		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 7

2	CLO 2.1 & CLO 2.2	PLO 5, 7, 9 & 10
3	CLO 3.1 & CLO 3.2	PLO 1, 2, 7, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 6, 7 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	INTRODUCTION TO RESEARCH <ul style="list-style-type: none"> • Definition of research • Definition of educational research • Research as a scientific method • Significance of educational research • Principles of educational research
2	DIFFERENT QUALITATIVE RESEARCH METHODS IN EDUCATION <ul style="list-style-type: none"> • Action Research • Case study • Ethnography • Narrative Research • Phenomenology • Historical Research • Grounded Theory • Feminist Research
3	DIFFERENT QUANTITATIVE RESEARCH METHODS IN EDUCATION <ul style="list-style-type: none"> • Survey • Experimental research • Quasi-Experimental Research
4	LITERATURE REVIEW <ul style="list-style-type: none"> • Importance and purpose • Types • Structure and language of Literature review • Common mistakes to avoid
5	HOW TO AVOID PLAGIARISM <ul style="list-style-type: none"> • Paraphrasing • APA 7
6	ACTION RESEARCH <ul style="list-style-type: none"> • Why, when, and how to carry out Action Research? • Different perspectives regarding Action Research • Philosophy of Action Research

	<ul style="list-style-type: none"> • Principles of Action Research • A threefold typification of Action Research
7	Research Tools <ul style="list-style-type: none"> • Questionnaire • Interview • Observation • Rating scale • Inventories
8	Mid Term Exams
9	Approaches to action research <ul style="list-style-type: none"> • First-person research (individual action research) • Second-person research (collaborative action research) • Third-person research (school-wide action research)
10	Examples of action research <ul style="list-style-type: none"> • Participatory action research • School-wide action research
11	Models of action research <ul style="list-style-type: none"> • Spiral models by Kemmis and McTaggart • Elliot's action research model • O'Leary's cycles of action research
12	The validity and reliability of action research tools Sampling <ul style="list-style-type: none"> • Kinds of research sampling • The sampling process
13	Parts of a research proposal Developing a research proposal
14	A research report Components of a research report Sample report
15	Format of a research proposal and research report (APA styles)
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 10	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%

6	Final Examination	16	40%
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11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book & Reference Books
<ul style="list-style-type: none"> ● Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in education</i> (8th ed.). Routledge. https://doi.org/10.4324/9781315456539 ● Creswell, J. W. (2014). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> (4th ed.). Pearson. ● Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). McGraw-Hill Education. ● Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational research: Competencies for analysis and applications</i> (10th ed.). Pearson Education. ● McMillan, J. H. (2015). <i>Educational research: Fundamentals for the consumer</i> (7th ed.). Pearson. ● Punch, K. F. (2009). <i>Introduction to research methods in education</i>. SAGE Publications. ● Best, J. W., & Kahn, J. V. (2006). <i>Research in education</i> (10th ed.). Pearson Education. ● Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). <i>Methods in educational research: From theory to practice</i> (2nd ed.). Jossey-Bass. ● Mertens, D. M. (2014). <i>Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods</i> (4th ed.). SAGE Publications. ● Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). SAGE Publications.

14. Online Learning Material
<ul style="list-style-type: none"> ● ERIC – Education Resources Information Center A free database of education research and information. □ https://eric.ed.gov/ ● SAGE Research Methods Offers comprehensive tools and resources for research design and methodology. □ https://methods.sagepub.com/

- **Google Scholar**
A free academic search engine for scholarly articles, theses, and books.
☐ <https://scholar.google.com/>
- **Coursera – Foundations of Educational Research**
Online course introducing educational research methods.
☐ <https://www.coursera.org/learn/educational-research>
- **Khan Academy – Statistics and Research Skills**
Good for foundational understanding of research and data.
☐ <https://www.khanacademy.org/math/statistics-probability>
- **ResearchGate**
A platform to access research papers and connect with researchers.
☐ <https://www.researchgate.net/>
- **Open Access Theses and Dissertations (OATD)**
Free database for full-text research theses and dissertations.
☐ <https://oatd.org/>
- **Academia.edu**
Repository of free academic research papers and educator-authored content.
☐ <https://www.academia.edu/>
- **International Journal of Educational Research (Elsevier)**
Peer-reviewed journal with current trends in educational research.
☐ <https://www.journals.elsevier.com/international-journal-of-educational-research>
- **Harvard University – Education Research Guide**
Resource hub for students and researchers in education.
☐ <https://guides.library.harvard.edu/education>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 209
Course Title	School, Community, and Teacher
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The course *School, Community, and Teacher* explores the dynamic relationships between educational institutions, communities, and educators. The course highlights the social, cultural, and ethical responsibilities of teachers within and beyond the classroom. It emphasizes the importance of community engagement, collaboration with stakeholders, and inclusive educational practices that respond to the needs of diverse learners. Student-teachers will develop an understanding of the sociocultural contexts of schools, the role of partnerships in education, and their own evolving identity as reflective, responsible, and professional educators. The course promotes critical reflection, dialogue, and action-oriented strategies to strengthen school-community ties and improve educational outcomes.

5. Course Objectives

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

- Understand the interrelationship between school, community, and teacher roles in education.
- Recognize the impact of social, cultural, and economic contexts on learners and educational practices.
- Collaborate effectively with families, schools, and community organizations to support student learning and well-being.
- Reflect on the ethical and professional responsibilities of teachers in diverse and inclusive settings.
- Develop strategies to engage communities in school development and educational reform.
- Cultivate leadership and communication skills necessary for building strong school-community partnerships.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate an understanding of the interconnected roles of school, community, and teacher in the educational process.
- **CLO 1.2:** Identify social, cultural, and economic factors that influence schooling and student outcomes.

Skills

- **CLO 2.1:** Apply strategies to build partnerships between schools and communities to enhance student learning.
- **CLO 2.2:** Communicate effectively with diverse stakeholders, including parents, colleagues, and local organizations.

Critical Thinking & Innovation

- **CLO 3.1:** Analyze school and community challenges and propose contextually relevant solutions.
- **CLO 3.2:** Design community engagement initiatives that foster collaboration and shared responsibility for education.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, empathy, and cultural sensitivity in all professional interactions.

- **CLO 4.2:** Reflect on the teacher's role as a community leader and advocate for inclusive, equitable education.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with families, peers, schools, and community stakeholders to support holistic learner development and social change.

7. Teaching and Assessment			
Code	CLO	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Articles reading and Discussion through Black Board Examination
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading articles Group Project	Group work presentations Case studies Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Group work on teachers' school existing scenario discussion	Reflection Discussion Examination
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Discussion Group work Group Presentation Examination

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 4 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 4, 8 & 11
3	CLO 3.1 & CLO 3.2	PLO 2, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Society, Community, and Education <ul style="list-style-type: none"> • Introduction and overview of the course • Introduction of society, community and education • Structures and Functions of community and schools in Pakistan
2	Society, Community, and Education <ul style="list-style-type: none"> • Impact of education on Society • Role of education in strengthening Pakistani communities
3	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Meaning of Social Interaction and socialization • Levels of social interaction • Elements of social interaction <ul style="list-style-type: none"> o Social contacts o Communication o Social attitudes and values
4	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Types of Social Interaction <ul style="list-style-type: none"> o Cooperation o Competition o Conflict

	<ul style="list-style-type: none"> o Accommodation o Assimilation • Meaning/types of social Groups • Individual/group behavior
5	Understanding Social Interaction in Schools and Communities <ul style="list-style-type: none"> • Role of school and teacher in developing Social Interaction for peace, harmony, and tolerance in Pakistani communities
6	School and Culture <ul style="list-style-type: none"> • Main characteristics of culture • Elementary concepts of culture <ul style="list-style-type: none"> o Cultural trait o Cultural complex o Cultural pattern o Cultural lag • Cultural diversity
7	School and Culture <ul style="list-style-type: none"> • Culture and cultural elements of Pakistani communities • Role of education and school in the protection and transmission of culture • Impact of media on school and culture • Impact of technology on school and culture
8	Mid Term Exams
9	Relationships between School and Community <ul style="list-style-type: none"> • School as a social, cultural, and Community Institution <ul style="list-style-type: none"> o Effects of school on communities o Effects of communities on school
10	Relationships between School and Community <ul style="list-style-type: none"> • School as a hub for community services • A critical analysis of the effective role of schools and teachers in Pakistani communities
11	Social Institutions <ul style="list-style-type: none"> • Definition and Types of social institutions • The family • Educational Institutions

	<ul style="list-style-type: none"> • Religious institutions
12	Social Institutions <ul style="list-style-type: none"> • Critical analysis of the role of Social Institutions in Pakistani schools.
13	Teacher's Role in School and Community Teachers as an integral part of a community <ul style="list-style-type: none"> • Teacher as a change agent in a community and school
14	Teacher's Role in School and Community Teachers as role models through their participation in community activities <ul style="list-style-type: none"> • Teacher's leadership roles within and outside schools
15	Teacher's Role in School and Community <ul style="list-style-type: none"> • Teacher's role in establishing linkage among stakeholders. • Effects of teachers and schools on individual and group
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
11. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

13. Text Book & Reference Books
<ul style="list-style-type: none"> • Epstein, J. L. (2018). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (3rd ed.). Routledge. ► https://www.routledge.com/School-Family-and-Community-Partnerships-Preparing-Educators-and-Improving/Epstein/p/book/9781138497967

- Grant, C. A., & Gillette, M. (2006). *Learning to teach everybody's children: Equity, empowerment, and education that is multicultural*. Routledge.
➤ <https://www.routledge.com/Learning-to-Teach-Everybodys-Children-Equity-Empowerment-and-Education/Grant-Gillette/p/book/9780807746656>
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
➤ <https://sedl.org/connections/resources/evidence.pdf>
- Noguera, P. A. (2003). *City schools and the American dream: Reclaiming the promise of public education*. Teachers College Press.
➤ <https://www.tcpress.com/city-schools-and-the-american-dream-9780807744355>
- Comer, J. P. (2004). *Leave no child behind: Preparing today's youth for tomorrow's world*. Yale University Press.
➤ <https://yalebooks.yale.edu/book/9780300104024/leave-no-child-behind/>
- Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. Teachers College Press.
➤ <https://www.tcpress.com/creating-welcoming-schools-9780807747745>
- Davies, D. (1991). *Schools reaching out: Family, school, and community partnerships for student success*. ERIC.
➤ <https://eric.ed.gov/?id=ED329008>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
➤ <https://www.tcpress.com/the-new-meaning-of-educational-change-9780807747653>
- Khalid, T. (2010). *Education and teacher education in Pakistan: A critical analysis*. Higher Education Commission Pakistan.
➤ Available through university libraries or HEC digital resources.
- Rizvi, M., & Elliott, B. (2007). *Enhancing teacher professionalism: A Pakistani perspective*. *Journal of In-service Education*, 33(1), 1–17.
➤ <https://doi.org/10.1080/13674580701293032>

14. Online Learning Material

- **National PTA – Family-School Partnerships**
➤ <https://www.pta.org/home/run-your-pta/family-school-partnerships>
- **Harvard Family Research Project – Family Engagement**
➤ <https://archive.globalfrp.org/family-involvement>
- **Edutopia – School and Community Collaboration**
➤ <https://www.edutopia.org/topic/family-engagement>
- **Learning for Justice – Educator Resources**
➤ <https://www.learningforjustice.org/classroom-resources>

- **Education Week – Community and Parent Engagement**
➤ <https://www.edweek.org/topics/community-and-parent-engagement/index.html>
- **UNESCO – Education and Community Involvement**
➤ <https://www.unesco.org/en/education/education-for-sustainable-development>
- **Australian Research Alliance for Children and Youth (ARACY)**
➤ <https://www.aracy.org.au/>
- **National Network of Partnership Schools (NNPS), Johns Hopkins University**
➤ <https://nnps.org>
- **Pakistani Ministry of Federal Education & Professional Training**
➤ <http://www.mofept.gov.pk>
- **Global Family Research Project**
➤ <https://globalfrp.org/>

15. Library Resources

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16. Code of Conduct

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- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Teaching of Science
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

Teaching of Science equips student-teachers with the knowledge, skills, and pedagogical strategies required to teach science effectively at the school level. The course focuses on inquiry-based learning, the nature and processes of science, and the development of scientific thinking among learners. It explores curriculum design, lesson planning, assessment strategies, and integration of technology in science education. Emphasis is placed on creating inclusive, student-centered classrooms that foster curiosity, critical thinking, and real-world problem-solving. Student-teachers are encouraged to reflect on their teaching practices, promote scientific literacy, and engage with contemporary issues in science and technology.

5. Course Objectives

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

- Understand the nature, goals, and scope of science education.
- Apply inquiry-based and constructivist approaches to teaching science.
- Design lesson plans and instructional materials aligned with the science curriculum.
- Use a variety of assessment tools to evaluate students' understanding of scientific concepts.
- Incorporate ICT and hands-on learning strategies to enhance science teaching.
- Foster scientific attitudes, curiosity, and critical thinking among students.
- Reflect on ethical and environmental issues in science education and promote responsible citizenship.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the nature, aims, and principles of science education.
- **CLO 1.2:** Explain the structure of science curricula and the role of science in everyday life and global development.

Skills

- **CLO 2.1:** Design and implement inquiry-based, learner-centered science lessons aligned with national curriculum standards.
- **CLO 2.2:** Use appropriate scientific tools, resources, and experiments to promote active learning.

Critical Thinking & Innovation

- **CLO 3.1:** Encourage and model critical thinking, problem-solving, and creativity through science teaching.
- **CLO 3.2:** Integrate environmental and technological issues into science lessons to promote innovation and relevance.

Values and Professionalism

- **CLO 4.1:** Promote ethical understanding, environmental responsibility, and scientific literacy in the classroom.
- **CLO 4.2:** Reflect on personal teaching practices and engage in continuous professional development in science education.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to plan science activities and projects that enhance learning and address real-world issues.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 8
3	CLO 3.1 & CLO 3.2	PLO 2, 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Introduction-The Basics of Science <ul style="list-style-type: none"> • Overview of Course • Nature of science and its application in our daily lives • Scientific Attitude • Aims and objectives of Science • Objectives of Science Teaching
2	SCIENCE PROCESS SKILLS <ul style="list-style-type: none"> • Biogenesis • Abiogenesis • Scientific Process Skills • Teaching of origin of Life in Primary and Secondary Grades
3	Importance of Science in today's Life <ul style="list-style-type: none"> • The extent of scientific Inquiry • The rapid increase of scientific Knowledge • Place of science in school curriculum • Science compulsory subject
4	DEMONSTRATIONS/ ASSIGNMENT METHOD <ul style="list-style-type: none"> • Structure and Function of Excretory/ Circulatory System • Disorders related to Excretory/ Circulatory System Teaching of System through Demonstrations and Assignment Methods
5	TECHNOLOGICAL INTEGRATION & ETHICAL CONSIDERATIONS <ul style="list-style-type: none"> • Different tools that can be used to teach science topics. • Simulations/ Games/ Interactive Quizzes/ Videos • Ethical Considerations and Cultural Diversities in teaching Science
6	AUTHENTIC LEARNING&PBL(I) <ul style="list-style-type: none"> • Cells and its types • Tissues and its types • Organs and Organ System • Teaching of Cells and Tissues to primary and Secondary Grades by PBL
7	5 E MODEL <ul style="list-style-type: none"> • Structure and Function of Nervous System • Disorders related to Nervous System • 5 E Model to teach Nervous System
8	Mid Term Exams
9	STEM/ STEAM Challenges <ul style="list-style-type: none"> • EDP design process

	<ul style="list-style-type: none"> • Arts in STEAM • Mathematics in STEM
10	IBL <ul style="list-style-type: none"> • Questioning Techniques • Topics that can go best with IBL (Heat Transfer/ Evolution/ Genetics and Heredity)
11	LABORATORY MANUAL OF TEACHING SCIENCE <ul style="list-style-type: none"> • Solutions and their types. • Salt Identification
12	ASSESSMENTS IN SCIENCE EDUCATION <ul style="list-style-type: none"> • Formative • Summative • Assessment Design
13	WBT Method
14	MICROTEACHING <ul style="list-style-type: none"> • Micro Teaching Cycle • Skills of Micro Teaching • Need for Link Lesson in Micro Teaching
15	PRESENTATION (MICROTEACHING)
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies

- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

11. Text Book & Reference Books

Carin, A. A., Bass, J. E., & Contant, T. L. (2005). *Teaching science as inquiry* (10th ed.). Pearson.

Bybee, R. W. (2013). *The case for STEM education: Challenges and opportunities*. NSTA Press.

Chiappetta, E. L., & Koballa, T. R. (2015). *Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills* (8th ed.). Pearson.

Harlen, W. (2015). *Teaching and learning primary science* (2nd ed.). Routledge.
<https://doi.org/10.4324/9781315735665>

Martin, D. J., & Loomis, K. S. (2013). *Building teachers: A constructivist approach to introducing education* (2nd ed.). Cengage Learning.

Abell, S. K., & Lederman, N. G. (Eds.). (2007). *Handbook of research on science education*. Routledge.

Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education* (Vol. 2). Routledge.

Wellington, J., & Osborne, J. (2001). *Language and literacy in science education*. Open University Press.

Trowbridge, L. W., Bybee, R. W., & Powell, J. C. (2004). *Teaching secondary school science: Strategies for developing scientific literacy* (8th ed.). Pearson.

National Curriculum Council. (2006). *National curriculum for general science grades IV–VIII*. Ministry of Education, Government of Pakistan.
 [Usually available on national education portals or through textbook boards.]

12. Online Learning Material

- **National Science Teaching Association (NSTA)** – Resources for science educators.
☐ <https://www.nsta.org/>
- **TeachEngineering** – Free K-12 STEM Curriculum
☐ <https://www.teachengineering.org/>
- **Science Buddies** – Science project ideas and lesson plans
☐ <https://www.sciencebuddies.org/>
- **Khan Academy** – Science Subjects
☐ <https://www.khanacademy.org/science>
- **NASA STEM Engagement for Educators**
☐ <https://stem.nasa.gov/educators/>
- **National Geographic Education** – Science & Geography Teaching Resources
☐ <https://education.nationalgeographic.org/>
- **BBC Bitesize** – Science (KS2, KS3)
☐ <https://www.bbc.co.uk/bitesize/subjects/z2pfb9q>
- **Science Education Research Journals (Springer)**
☐ <https://www.springer.com/journal/11191>
- **Pakistan Science Foundation** – Resources for science teaching
☐ <http://www.psf.gov.pk/>
- **Open Educational Resources (OER) Commons** – Science Teaching Materials
☐ <https://www.oercommons.org/browse?f.subject=science>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

- Follow the University attendance policy.
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- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 204
Course Title	ICT in Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

ICT in Education introduces student-teachers to the effective integration of Information and Communication Technologies (ICT) in educational settings. The course focuses on building digital literacy, exploring the pedagogical applications of ICT tools, and understanding their transformative role in teaching, learning, and assessment. Student-teachers will examine national and global trends in educational technology, design ICT-based instructional materials, and develop critical awareness of ethical, safe, and inclusive technology use. Emphasizing hands-on practice, collaboration, and reflective use of digital tools, this course prepares future educators to enhance the quality and accessibility of education in the 21st century.

5. Course Objectives

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

- Understand the concepts, roles, and potential of ICT in teaching and learning.
- Demonstrate basic ICT competencies and apply them in planning, instruction, and assessment.
- Integrate ICT tools effectively into diverse subject areas to improve learner engagement and outcomes.
- Evaluate educational software and digital resources based on pedagogical criteria.
- Promote responsible, ethical, and inclusive use of digital tools in educational contexts.
- Reflect on the evolving role of teachers in technology-rich learning environments and adapt to emerging trends.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate knowledge of ICT concepts, tools, and applications in educational settings.
- **CLO 1.2:** Describe the pedagogical, ethical, and social implications of ICT use in schools.

Skills

- **CLO 2.1:** Use ICT tools (e.g., LMS, educational software, digital collaboration platforms) to plan, deliver, and assess lessons.
- **CLO 2.2:** Create and evaluate digital learning materials tailored to learners' needs and curriculum objectives.

Critical Thinking & Innovation

- **CLO 3.1:** Critically analyze the impact of ICT integration on teaching practices and student learning outcomes.
- **CLO 3.2:** Explore and apply innovative, technology-enhanced pedagogies in diverse educational contexts.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical behavior, digital responsibility, and inclusivity in the use of ICT.
- **CLO 4.2:** Reflect on one's own digital competencies and engage in ongoing professional development in educational technology.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, students, and stakeholders using digital tools to support communication, resource sharing, and professional learning networks.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 4 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 4, 8 & 11
3	CLO 3.1 & CLO 3.2	PLO 2, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Unit 1: Introduction to ICT, Information, Communication and Technology
2	
3	
4	
5	Unit 2: Technology And Active Learning (ICT Integration Planning, Issues & Models)
6	
7	
8	Mid Term Exams
9	Unit 3: Teaching With Technology: Using Technology To Find And Evaluate Content
10	
11	Unit 4: Technology And Instruction
12	Unit 5: Emerging Technologies And Technology Trends
13	Unit 6: Technology And Assessment
14	Workshop Presentation
15	
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5,6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book & Reference Books

- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning* (2nd ed.). Tony Bates Associates.
<https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Roblyer, M. D., & Hughes, J. E. (2019). *Integrating educational technology into teaching* (8th ed.). Pearson.
- Selwyn, N. (2012). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Lever-Duffy, J., & McDonald, J. B. (2017). *Teaching and learning with technology* (5th ed.). Pearson.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. Teachers College Press.
- Yelland, N. (Ed.). (2007). *Shift to the future: Rethinking learning with new technologies in education*. Routledge.
- Collis, B., & Moonen, J. (2001). *Flexible learning in a digital world: Experiences and expectations*. Routledge.
- UNESCO. (2002). *Information and communication technologies in teacher education: A planning guide*. UNESCO Publishing.
- Pelgrum, W. J., & Law, N. (2003). *ICT in education around the world: Trends, problems and prospects*. UNESCO International Institute for Educational Planning.

13. Online Learning Material

- **UNESCO ICT in Education** – Global resources, case studies, and policy guidelines.
☐ <https://www.unesco.org/en/education/ict>
- **Commonwealth of Learning – Technology-Enabled Learning**
☐ <https://www.col.org/areas-of-work/technology-enabled-learning/>
- **Tony Bates – Online Learning and Distance Education Resources**
☐ <https://www.tonybates.ca/>

- **Edutopia – Technology Integration**
☐ <https://www.edutopia.org/technology-integration>
- **Khan Academy – Teacher Dashboard and Tech Tools**
☐ <https://www.khanacademy.org/educator>
- **Coursera – ICT in Education Courses**
☐ <https://www.coursera.org/search?query=ICT%20in%20education>
- **TeachersFirst – Free Technology Tools for Classrooms**
☐ <https://www.teachersfirst.com/>
- **Pakistan Ministry of Federal Education – EdTech Initiatives**
☐ <http://www.mofept.gov.pk/>
- **International Society for Technology in Education (ISTE)**
☐ <https://www.iste.org/>
- **Open Educational Resources (OER) for ICT and Teaching**
☐ <https://www.oercommons.org/>

14. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 111
Course Title	Classroom Assessment
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The course *Classroom Assessment* introduces effective classroom assessment strategies and techniques. Participants will be facilitated to conceptualise and reconceptualise assessment as a way of getting to know the learner in terms of his/her strengths, needs, and learning styles. They will get opportunities to discuss and experience a variety of assessment approaches and the implications of these for teaching and learning in classrooms. Furthermore, participants will discuss various issues related to assessment, such as equity, validity, and reliability, and the implications of these for teaching and learning. The course gives an in-depth focus on classroom assessment methods and practices, with an emphasis on the role of feedback in enhancing instruction and facilitating learning. With the concept of designing a clearly defined rubric, the role of self assessment in promoting self-regulation of students' learning and the role of peer-assessment in developing teamwork and collaborative skills will be highlighted. Emerging issues in assessment, such as assessment of 21st century skills, soft skills, and language of assessment, will also be explored.

5. Course Objectives

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

- Understand the fundamental concepts, purposes, and principles of classroom assessment.
- Design and implement appropriate assessment methods aligned with learning objectives.
- Use assessment data to inform instruction, provide feedback, and support student learning.
- Develop fair, valid, and reliable assessment tools that accommodate diverse learner needs.
- Integrate ICT tools to enhance the effectiveness and efficiency of assessments.
- Reflect critically on their assessment practices and adjust them for continuous improvement.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of key concepts, types, and principles of classroom assessments.
- **CLO 1.2:** Explain the role of assessment in the teaching and learning process and its implications for student achievement.

Skills

- **CLO 2.1:** Design and administer valid and reliable assessments using a variety of tools and techniques.
- **CLO 2.2:** Analyze and interpret assessment data to guide instructional decision-making and support student progress.

Critical Thinking & Innovation

- **CLO 3.1:** Evaluate and improve assessment practices based on research and reflective teaching.
- **CLO 3.2:** Integrate innovative and technology-based assessment strategies in diverse learning contexts.

Values and Professionalism

- **CLO 4.1:** Demonstrate fairness, inclusivity, and ethical responsibility in assessment practices.
- **CLO 4.2:** Reflect on professional growth and commit to continuous improvement in assessment literacy..

Collaboration and Community Engagement

- **CLO 5:** Engage with peers, parents, and school communities to communicate assessment outcomes and support learner development collaboratively.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes

S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 5, 6 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 7, 8, 10 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

9. Course Contents	
Session	Topic
1	Introduction to the course Discussion on Assessment: Principles. Processes & Methods
2	Formative Assessment: Meaning, strategies and implications
3	Formative Assessment: Meaning, strategies and implications
4	Authentic Assessment
5	Formative Assessment Techniques
6	Feedback Principles and Techniques
7	Student led Reading
8	Mid Term Exams
9	Student led Reading
10	Unit Planning – integrating classroom assessment Micro Teaching
11	Unit Planning – integrating classroom assessment Micro Teaching
12	Error Analysis and Remediation
13	Error Analysis and Remediation
14	Self and Peer Assessment

15	Review and Reflection
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books
<ul style="list-style-type: none"> • opham, W. J. (2017). <i>Classroom assessment: What teachers need to know</i> (8th ed.). Pearson. • McMillan, J. H. (2017). <i>Classroom assessment: Principles and practice for effective standards-based instruction</i> (7th ed.). Pearson. • Nitko, A. J., & Brookhart, S. M. (2014). <i>Educational assessment of students</i> (7th ed.). Pearson. • Oosterhof, A. (2008). <i>Developing and using classroom assessments</i> (4th ed.). Pearson. • Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. A. (2012). <i>Classroom assessment for student learning: Doing it right—using it well</i> (2nd ed.). Pearson Assessment Training Institute. • Stiggins, R. J. (2017). <i>The perfect assessment system</i>. ASCD. • Brown, G. T. L., & Harris, L. R. (2016). <i>The handbook of human and social conditions in assessment</i>. Routledge. • Brookhart, S. M. (2013). <i>How to create and use rubrics for formative assessment and grading</i>. ASCD.

- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
☐ <https://doi.org/10.17226/10019>

14. Online Learning Material

- **Edutopia – Assessment**
 Practical classroom strategies and tools.
☐ <https://www.edutopia.org/assessment>
- **Brookhart's Resources on Formative Assessment** (ASCD author page)
☐ <https://www.ascd.org/people/susan-m-brookhart>
- **National Council on Measurement in Education (NCME)**
☐ <https://www.ncme.org/>
- **Assessment Resource Centre – University of Cambridge**
☐ <https://www.cambridgeassessment.org.uk/>
- **ETS Assessment Resources for Educators**
☐ <https://www.ets.org/>
- **OECD – Assessment and Evaluation in Education**
☐ <https://www.oecd.org/education/assessment/>
- **Classroom Assessment Techniques (CATs) – Vanderbilt University**
☐ <https://cft.vanderbilt.edu/guides-sub-pages/cats/>
- **Khan Academy – Teacher Tools & Feedback Features**
☐ <https://www.khanacademy.org/educator>
- **Educational Testing Service – K–12 Assessment Tools**
☐ <https://www.ets.org/k12.html>
- **Open Educational Resources (OER) – Assessment Modules**
☐ <https://www.oercommons.org/>

15. Library Resources

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16. Code of Conduct

- Follow the University attendance policy.
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- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 210
Course Title	Teaching of Social Studies
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	Tasneem Saifuddin
Contact Number	03322327902
Email Address	tasneem.saifuddin@iqra.edu.pk
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

The *Teaching Social Studies* course is designed to prepare prospective teachers to effectively teach Social Studies at elementary and secondary levels. The course emphasizes the nature, scope, and objectives of Social Studies education with a focus on national identity, citizenship, democratic values, cultural awareness, and global interdependence. Student-teachers will explore key pedagogical approaches, curriculum content, instructional planning, assessment methods, and the integration of ICT in teaching Social Studies. Special attention is given to inclusive education, critical thinking, reflective practice, and community-based learning, in alignment with national education policies and contemporary global trends.

5. Course Objectives

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

- Understand the aims, scope, and significance of Social Studies in the Pakistani context.
- Identify and apply various instructional methods and strategies suitable for teaching Social Studies.
- Develop lesson plans and instructional materials that promote civic competence, critical thinking, and cultural understanding.
- Integrate ICT tools and real-life resources to enrich Social Studies teaching and learning.
- Assess student learning using diverse tools aligned with the nature of Social Studies.
- Promote democratic values, human rights, and social responsibility through interactive and inclusive classroom practices.
- Reflect on their teaching practices and adapt them to improve instruction and learner engagement.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the purpose, scope, and content areas of Social Studies education within the national curriculum of Pakistan.
- **CLO 1.2:** Explain key concepts of citizenship, diversity, democracy, culture, and global awareness as integral to Social Studies teaching.

Skills

- **CLO 2.1:** Design learner-centered Social Studies lesson plans using a variety of teaching strategies and resources.
- **CLO 2.2:** Apply appropriate assessment techniques to evaluate cognitive, affective, and social learning outcomes in Social Studies.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical thinking in analyzing social issues and integrating them into classroom discussions and activities.
- **CLO 3.2:** Innovate teaching strategies that foster civic engagement, empathy, and social responsibility.

Values and Professionalism

- **CLO 4.1:** Promote values of democracy, peace, inclusion, and respect for diversity through Social Studies education.
- **CLO 4.2:** Reflect on personal teaching experiences to continuously improve Social Studies instruction and professional growth.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to create meaningful Social Studies learning experiences that connect learners with their social realities.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 4, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6, 10, 11

5	CLO 5	PLO 4, 8 & 11
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9. Course Contents	
Session	Topic
1	UNIT 1: Why teach social studies? Introduction to the course Towards creating a better world The evolution of the concept of human rights and Human rights in education
2	
3	
4	
5	
6	UNIT 2: History: people, past events, and societies Definition, rationale, and methods of history Cause and effect
7	
8	Mid Term Exams
9	UNIT 3: Geography: people, places, and environment Definition and rationale for teaching and learning geography Global warming: exploring the issue
10	
11	UNIT 4: Culture and diversity Rationale for the study of culture Society and socialization Assimilation and acculturation Interdependence Why peace education? teaching children the skills to resolve conflicts
12	
13	
14, 15	
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

11. Text Book/Reference Books

- Banks, J. A., & Banks, C. A. M. (2019). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making* (9th ed.). Pearson.
- Parker, W. C. (2015). *Social studies in elementary education* (15th ed.). Pearson.
- NCERT. (2005). *National curriculum framework for school education*. National Council of Educational Research and Training.
(Though Indian, many principles apply broadly.)
- Mehlinger, H. D., & Rigdon, M. A. (1992). *Teaching the social studies in secondary schools*. Harcourt Brace Jovanovich.
- Ross, E. W. (2016). *The social studies curriculum: Purposes, problems, and possibilities* (4th ed.). SUNY Press.
- Engle, S. H., & Ochoa, A. S. (1988). *Education for democratic citizenship: Decision-making in the social studies*. Teachers College Press.
- Khan, N. (2008). *Social studies teaching: Perspectives and strategies for Pakistani classrooms*. Oxford University Press Pakistan.
- Kochhar, S. K. (2008). *Teaching of social studies* (4th ed.). Sterling Publishers.
- Taba, H. (1967). *Teachers' handbook for elementary social studies*. Addison-Wesley.

- Nawaz, M., & Ahmad, S. (2009). *Teaching of social studies: A practical approach*. Caravan Book House.

12. Online Learning Material

- **National Council for the Social Studies (NCSS)**
□ <https://www.socialstudies.org/>
- **Teachinghistory.org – National History Education Clearinghouse**
□ <https://teachinghistory.org/>
- **Smithsonian Education – Social Studies Resources**
□ <https://www.si.edu/education>
- **Stanford History Education Group (SHEG) – Free curriculum on historical thinking**
□ <https://sheg.stanford.edu/>
- **Facing History and Ourselves – Teaching tolerance, identity, and civic responsibility**
□ <https://www.facinghistory.org/>
- **National Geographic Education – Teaching Geography and Civics**
□ <https://education.nationalgeographic.org/>
- **UNESCO Global Citizenship Education (GCED)**
□ <https://www.unesco.org/en/global-citizenship-education>
- **OER Commons – Social Studies Collection**
□ <https://www.oercommons.org/hubs/socialstudies>
- **Teaching Tolerance (Now Learning for Justice) – Social justice and civic responsibility**
□ <https://www.learningforjustice.org/>
- **Pakistan Studies Resources – HEC Curriculum & Localized Content**
□ <http://www.hec.gov.pk/>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

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- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 419
Course Title	Test Development and Evaluation
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.	

- **PLO 11:** Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

The *Test Development and Evaluation* course provides student-teachers with the theoretical knowledge and practical skills necessary to design, develop, administer, and evaluate educational tests. The course covers principles of measurement, test construction techniques, item analysis, and the interpretation of test results. Emphasis is placed on validity, reliability, fairness, and ethical considerations in testing. Student-teachers will learn to use standardized and teacher-made tests effectively to monitor student progress and improve instruction. The course also integrates ICT tools for test design, analysis, and feedback, encouraging reflective practice and continuous professional growth.

5. Course Objectives

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

- Understand fundamental principles and purposes of educational testing and evaluation.
- Develop valid, reliable, and fair test items for different subject areas and learning outcomes.
- Administer, score, and interpret tests to inform instructional practices.
- Analyze test data using basic statistical tools to evaluate student performance.
- Use digital tools and platforms for test development, scoring, and reporting.
- Reflect on testing practices and address ethical and contextual issues in educational assessment.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Explain key concepts, principles, and purposes of educational testing and evaluation.
- **CLO 1.2:** Describe different types of tests and assessment tools used in educational settings.

Skills

- **CLO 2.1:** Construct valid and reliable test items aligned with instructional objectives.
- **CLO 2.2:** Administer and score tests accurately using appropriate methods and tools.

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical thinking to evaluate the quality and effectiveness of tests.
- **CLO 3.2:** Use innovative and digital assessment tools to improve the efficiency and relevance of testing.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical responsibility, objectivity, and fairness in test development and evaluation.
- **CLO 4.2:** Reflect on and improve one's test development practices through feedback and research-based strategies.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with colleagues and stakeholders to develop and review assessment tools and communicate student performance effectively.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

9. Course Contents	
Session	Topic
1	<p>Introduction to the course:</p> <p>Discussion on</p> <ul style="list-style-type: none"> • Assessment: Principles. Processes & Methods • Test, measurement and evaluation
2	Exploring and examining various types of test: scope/purpose/uses/ways of scoring/interpretations etc.
3	<p>Exploring and examining various types of test: scope/purpose/uses/ways of scoring/interpretations etc.</p> <p>Standardized / Teacher Made Tests</p> <p>Criterion/Norm Reference Tests</p> <p>Achievement /Aptitude Tests</p> <p>High Stake /low Stake</p>
4	<p>What to test: Unpacking learning taxonomy and their use to identify success criteria and learning outcomes</p> <p>Constructive alignment in test design: what /why and how?</p>
5	Writing and Examining Learning Outcomes
6	Item Writing (Selected Response)
7	Item Writing (Constructed Response)
8	Mid Term Exams
9	<p>Test Design: Processes and Implications</p> <p>Designing Table of Specification Review of Test papers : Issues, limitations and recommendations.</p>
10	Review of Learning and Feedback.
11	Item Analysis: qualitative and statistical techniques.
12	<p>Item Writing</p> <p>-Planning piloting test items in classroom context.</p>
13	Practicing item writing, and sharing for qualitative feedback.
14	Administration of test and analysis of responses.
15	Validity and Reliability: significance /scope/ statistical ways to compute reliability coefficients /interpretations.
16	Final Examination

10. chedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5,6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books
<ul style="list-style-type: none"> ● Nitko, A. J., & Brookhart, S. M. (2014). <i>Educational assessment of students</i> (7th ed.). Pearson. ● Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i>. Pearson Education. ● Popham, W. J. (2017). <i>Classroom assessment: What teachers need to know</i> (8th ed.). Pearson. ● Kubiszyn, T., & Borich, G. (2016). <i>Educational testing and measurement: Classroom application and practice</i> (11th ed.). Wiley. ● Gronlund, N. E., & Waugh, C. K. (2009). <i>Assessment of student achievement</i> (9th ed.). Pearson. ● Linn, R. L., & Miller, M. D. (2005). <i>Measurement and assessment in teaching</i> (9th ed.). Pearson Education. ● Bachman, L. F. (2004). <i>Statistical analyses for language assessment</i>. Cambridge University Press. ● Oosterhof, A. (2008). <i>Developing and using classroom assessments</i> (4th ed.). Pearson. ● McMillan, J. H. (2017). <i>Classroom assessment: Principles and practice for effective standards-based instruction</i> (7th ed.). Pearson. ● Mehrens, W. A., & Lehmann, I. J. (1991). <i>Measurement and evaluation in education and psychology</i> (4th ed.). Holt, Rinehart and Winston.

14. Online Learning Material
<ul style="list-style-type: none"> ● Educational Testing Service (ETS) Resources on test development and psychometrics. <input type="checkbox"/> https://www.ets.org/

- **National Council on Measurement in Education (NCME)**

Professional resources and research on assessment.

□ <https://www.ncme.org/>

- **Khan Academy – Teacher Tools & Assessment**

Useful examples of formative assessments and performance feedback.

□ <https://www.khanacademy.org/educator>

- **Edutopia – Assessment**

Practical tools and articles on classroom testing and evaluation.

□ <https://www.edutopia.org/assessment>

- **Assessment Resource Centre – University of Cambridge**

A global perspective on assessment models and research.

□ <https://www.cambridgeassessment.org.uk/>

- **OpenLearn – Assessment in Education (Open University UK)**

Free course modules on assessment strategies.

□ <https://www.open.edu/openlearn/education-development/education/assessment-education/content-section-0>

- **OER Commons – Testing and Evaluation Resources**

Curated teaching materials and research papers.

□ <https://www.oercommons.org/>

- **Vanderbilt University – Classroom Assessment Techniques**

Descriptions of effective assessment methods.

□ <https://cft.vanderbilt.edu/guides-sub-pages/cats/>

- **UNESCO – Learning Assessment Resources**

Insights on global education assessments.

□ <https://www.unesco.org/en/education/learning-assessments>

- **ResearchGate – Repository of academic papers on test development and psychometrics.**

□ <https://www.researchgate.net/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 207
Course Title	Teaching English
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

Teaching English course is designed to equip future educators with the pedagogical knowledge, strategies, and tools required to effectively teach English as a subject in diverse classroom settings. The course emphasizes language acquisition theories, language skills integration (listening, speaking, reading, and writing), lesson planning, assessment strategies, and inclusive instructional approaches. Student-teachers will explore practical methodologies for promoting communicative competence, literacy development, and critical language awareness. The course also integrates technology and reflective practices, preparing educators to respond to national and global demands for English language proficiency.

5. Course Objectives

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

- Understand the nature and functions of language and the process of second language acquisition.
- Plan and implement lessons that integrate the four English language skills using diverse pedagogical strategies.
- Select and use appropriate teaching aids, materials, and ICT tools to enhance English language instruction.
- Design assessments that effectively evaluate language proficiency and learner progress.
- Address the needs of diverse learners, including those with language learning challenges.
- Reflect critically on personal teaching practices and adapt them to enhance student engagement and achievement in English.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Explain key concepts, principles, and purposes of educational testing and evaluation.
- **CLO 1.2:** Describe different types of tests and assessment tools used in educational settings.

Skills

- **CLO 2.1:** Construct valid and reliable test items aligned with instructional objectives.
- **CLO 2.2:** Administer and score tests accurately using appropriate methods and tools.

Critical Thinking & Innovation

- **CLO 3.1:** Apply critical thinking to evaluate the quality and effectiveness of tests.
- **CLO 3.2:** Use innovative and digital assessment tools to improve the efficiency and relevance of testing.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical responsibility, objectivity, and fairness in test development and evaluation.
- **CLO 4.2:** Reflect on and improve one's test development practices through feedback and research-based strategies.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with colleagues and stakeholders to develop and review assessment tools and communicate student performance effectively.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4 & 8

9. Course Contents	
Session	Topics
1	Introduction to English Language Teaching Course overview, language functions, needs analysis
2	Theories of Language Acquisition Behaviorism, Cognitivism, Krashen's hypotheses
3	Approaches and Methods Grammar-Translation, Direct, Communicative Approach
4	Teaching Listening Skills Pre-, while-, and post-listening strategies
5	Teaching Speaking Skills Role plays, pronunciation drills, fluency practice
6	Teaching Reading Skills Skimming, scanning, intensive/extensive reading
7	Teaching Writing Skills Process/product writing, genre-based approach
8	Mid-term Examination
9	Use of ICT in ELT Language apps, digital tools, smart classrooms
10	Designing Instructional Materials Authentic, semi-authentic, and teacher-made resources
11	Formative and Summative Assessments Designing quizzes, rubrics, and tests
12	Error Analysis and Feedback Identifying errors, feedback techniques

13	Inclusive English Language Teaching Multilingualism, differentiation, UDL
14	Reflective Practice in ELT Teaching journals, action research
15	Microteaching & Peer Feedback Students deliver mini-lessons
16	Final Term Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	10%
4	Assignment	5	10%
5	Portfolio	15	10%
6	Final Examination	16	35%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/Reference Books
<ul style="list-style-type: none"> ● Brown, H. D. (2007). <i>Teaching by principles: An interactive approach to language pedagogy</i> (3rd ed.). Pearson Education. ● Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education. ● Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press. ● Larsen-Freeman, D., & Anderson, M. (2013). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press. ● Nation, I. S. P. (2009). <i>Teaching ESL/EFL reading and writing</i>. Routledge. ● Nunan, D. (2003). <i>Practical English language teaching</i>. McGraw-Hill Education. ● Ur, P. (2012). <i>A course in language teaching: Practice and theory</i> (2nd ed.). Cambridge University Press.

- Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts*. Macmillan Education.
- Ghosn, I. K. (2002). *Four good reasons to use literature in the primary school ELT*. *ELT Journal*, 56(2), 172–179.
(Often included in TEFL/TESOL readers.)
- Fareed, M., Humayun, S., & Akhtar, Z. (2016). *Teaching English in Pakistan: A review of major pedagogical issues and challenges*. *Language in India*, 16(1), 172–193.

14. Online Learning Material

- **British Council – Teaching English**

Global resources for ESL teachers, including lesson plans and training.

□ <https://www.teachingenglish.org.uk/>

- **BBC Learning English**

Free lessons, grammar videos, and pronunciation practice.

□ <https://www.bbc.co.uk/learningenglish/>

- **Cambridge English – Teacher Resources**

Offers free lesson plans, sample tests, and teaching frameworks.

□ <https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

- **TESOL International Association**

Professional development, journals, and global teaching standards.

□ <https://www.tesol.org/>

- **OneStopEnglish**

Teaching materials for all levels by Macmillan Education.

□ <https://www.onestopenglish.com/>

- **American English at State (U.S. Department of State)**

Excellent repository for English language teaching resources.

□ <https://americanenglish.state.gov/>

- **ESL Gold**

A wide range of ESL materials categorized by skill level and topic.

□ <https://www.eslgold.com/>

- **Colorín Colorado – ELL Resources**

Special focus on bilingual learners and inclusive practices.

□ <https://www.colorincolorado.org/>

- **Coursera – English Language Teaching Courses**

Access free and paid professional courses.

□ <https://www.coursera.org/>

- **Open Educational Resources (OER) Commons – English Language Arts**

Curated lessons, activities, and worksheets.

□ <https://www.oercommons.org/hubs/ela>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 208
Course Title	Teaching of Mathematics
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

The *Teaching of Mathematics* course is designed to equip pre-service teachers with the theoretical understanding and practical skills required to teach mathematics effectively at the elementary and secondary school levels. The course emphasizes the nature, objectives, and importance of mathematics education in developing logical thinking, problem-solving abilities, and analytical reasoning among learners. Student-teachers explore a range of instructional methods, learning theories, curriculum alignment, lesson planning, and assessment strategies specific to mathematics. Emphasis is placed on creating an inclusive and engaging classroom environment, integrating ICT, and using real-life contexts to enhance students' mathematical understanding. The course aligns with national curriculum standards and promotes reflective, innovative, and learner-centered teaching practices.

5. Course Objectives

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

- Understand the nature, scope, and significance of mathematics education in Pakistan.
- Analyze national mathematics curriculum objectives and structure for school levels.
- Apply a variety of teaching strategies to promote conceptual understanding and procedural fluency.
- Plan, implement, and assess effective mathematics lessons using activity-based and problem-solving approaches.
- Integrate real-life contexts, manipulative tools, and ICT in mathematics instruction.
- Identify learning difficulties in mathematics and apply differentiated strategies to address them.
- Reflect on their teaching practices and improve instructional techniques based on feedback and student outcomes.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the purpose, scope, and content areas of Social Studies education within the national curriculum of Pakistan.
- **CLO 1.2:** Explain key concepts of citizenship, diversity, democracy, culture, and global awareness as integral to Social Studies teaching.

Skills

- **CLO 2.1:** Design learner-centered Social Studies lesson plans using a variety of teaching strategies and resources.
- **CLO 2.2:** Apply appropriate assessment techniques to evaluate cognitive, affective, and social learning outcomes in Social Studies.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate critical thinking in analyzing social issues and integrating them into classroom discussions and activities.
- **CLO 3.2:** Innovate teaching strategies that foster civic engagement, empathy, and social responsibility.

Values and Professionalism

- **CLO 4.1:** Promote values of democracy, peace, inclusion, and respect for diversity through Social Studies education.
- **CLO 4.2:** Reflect on personal teaching experiences to continuously improve Social Studies instruction and professional growth.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers, schools, and communities to create meaningful Social Studies learning experiences that connect learners with their social realities.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 3, 5, 6 & 11
2	CLO 2.1 & CLO 2.2	PLO 1, 2 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 4, 5, 7 & 8
4	CLO 4.1 & CLO 4.2	PLO 3, 6, 10, 11

5	CLO 5	PLO 4, 8 & 11
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9. Course Contents	
Session	Topics
1	UNIT 1: Why teach social studies? Introduction to the course Towards creating a better world
2	
3	
4	
5	The evolution of the concept of human rights and Human rights in education
6	UNIT 2: History: people, past events, and societies Definition, rationale, and methods of history Cause and effect
7	
8	Midterm
9	UNIT 3: Geography: people, places, and environment Definition and rationale for teaching and learning geography Global warming: exploring the issue
10	UNIT 4: Culture and diversity Rationale for the study of culture Society and socialization Assimilation and acculturation Interdependence Why peace education? teaching children the skills to resolve conflicts
11	
12	
13	
14, 15	UNIT 5: Power, authority, and governance Power, authority, and governance
14, 15	UNIT 6: Production, distribution, and consumption Definition of economics and the rationale for teaching and learning it
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%

2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student1-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes	Assessment methods are present but not	Limited assessment	Assessment methods are unclear,

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
	formative and summative methods.	fully aligned with outcomes.	methods, mostly summative.	inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in organization or clarity.	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

11. Text book/Reference Books & Learning Material

- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2018). *Elementary and middle school mathematics: Teaching developmentally* (10th ed.). Pearson.
- Charles, R. I., & Lester, F. K. (2004). *Teaching mathematics: Strategies that work* (3rd ed.). Pearson Education.
- Skemp, R. R. (1987). *The psychology of learning mathematics*. Lawrence Erlbaum Associates.
- Sowell, E. J. (2001). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Pearson Education.
- NCTM. (2000). *Principles and standards for school mathematics*. National Council of Teachers of Mathematics.
- Orton, A. (2004). *Learning mathematics: Issues, theory and classroom practice* (3rd ed.). Continuum.
- Haylock, D., & Manning, R. (2014). *Mathematics explained for primary teachers* (5th ed.). SAGE Publications.
- Reys, R. E., Lindquist, M. M., Lambdin, D. V., & Smith, N. L. (2014). *Helping children learn mathematics* (11th ed.). Wiley.
- Iqbal, M. (2004). *Teaching of mathematics*. Afaq Publishers.

- Zaslavsky, C. (1994). *Africa counts: Number and pattern in African culture*. Lawrence Hill Books.
(Use for multicultural and global perspective in math education.)

12. Online Learning Material

- **National Council of Teachers of Mathematics (NCTM)**
Provides teaching strategies, journals, and math tasks.
□ <https://www.nctm.org/>
- **Khan Academy – Math**
Free video tutorials and practice activities across grade levels.
□ <https://www.khanacademy.org/math>
- **NRICH – University of Cambridge**
Problem-solving tasks and teacher resources for math enrichment.
□ <https://nrich.maths.org/>
- **Illustrative Mathematics**
Offers quality curriculum and tasks aligned to standards.
□ <https://www.illustrativemathematics.org/>
- **Mathigon**
Interactive math content with visual and hands-on learning.
□ <https://mathigon.org/>
- **Open Middle – Challenging Math Problems**
Engaging problems that promote critical thinking.
□ <https://www.openmiddle.com/>
- **PhET Interactive Simulations – Math Section**
Visual tools and simulations for algebra, geometry, and more.
□ <https://phet.colorado.edu/en/simulations/category/math>
- **BBC Bitesize – Maths**
Videos, quizzes, and explanations tailored to school students.
□ <https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>
- **MathsIsFun**
Concept-based explanations with activities and worksheets.
□ <https://www.mathsisfun.com/>
- **OER Commons – Mathematics**
Open resources and lesson plans for math teaching.
□ <https://www.oercommons.org/hubs/math>

13. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

14. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 105
Course Title	General Methods of Teaching
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

The *General Methods of Teaching* course is designed to introduce pre-service teachers to the foundational principles, strategies, and techniques of effective teaching and learning. It explores the theoretical underpinnings of pedagogy and their application in real classroom contexts. The course enables student-teachers to understand and apply a variety of instructional methods, lesson planning frameworks, classroom interaction models, and assessment tools to enhance student engagement and achievement. Special attention is given to inclusive practices, reflective teaching, integration of ICT, and adaptation of teaching methods to meet diverse learners' needs. Through observation, micro-teaching, and practicum-based tasks, student-teachers are prepared to create dynamic and learner-centered classrooms aligned with national and global educational standards.

5. Course Objectives

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

- Understand the nature, goals, and process of teaching and learning.
- Explore various general teaching methods and their applicability across subjects and levels.
- Develop skills for planning, implementing, and evaluating effective lesson plans.
- Use learner-centered, inclusive, and reflective approaches in classroom instruction.
- Integrate ICT tools, real-life contexts, and assessment for learning strategies in teaching practices.
- Promote critical thinking, communication, collaboration, and creativity through teaching.
- Reflect on their teaching practices for continuous professional growth.

6. Course Learning Outcomes (CLOs)

Knowledge

- **CLO 1.1:** Describe the foundational theories and principles of teaching and learning applicable across educational contexts.
- **CLO 1.2:** Explain a range of teaching methods and instructional models suitable for diverse learners.

Skills

- **CLO 2.1:** Design and implement effective lesson plans using appropriate teaching methods and instructional aids.
- **CLO 2.2:** Apply classroom management strategies and differentiated instruction to support all learners.

Critical Thinking & Innovation

- **CLO 3.1:** Evaluate and adapt teaching methods to improve instructional effectiveness and student engagement.
- **CLO 3.2:** Demonstrate creativity in designing and delivering learner-centered instruction.

Values and Professionalism

- **CLO 4.1:** Promote inclusive, ethical, and student-centered teaching practices that respect learners' differences.

- **CLO 4.2:** Reflect on personal teaching practices to improve professional competencies and foster lifelong learning.

Collaboration and Community Engagement

- **CLO 5:** Work collaboratively with peers, mentors, and educational stakeholders to enhance teaching practices and learning environments.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 3, 4 & 6
3	CLO 3.1 & CLO 3.2	PLO 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
1	Introduction to the school and classroom context.
2	Week 2: Becoming more involved in the classroom. .
3	Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher.
4	Week 4: Assuming responsibility for co-planning and co-teaching as many classes as you can.
5	Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.
6	Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College/ University Practicum Supervisor. •
7	Orientation meeting on campus. Focus on 1) expectations, 2) techniques for observing in schools, and 3) becoming involved in the classroom.
8	Midterm
9	Start co-planning and co-teaching of sections of lessons alongside your Cooperating Teacher.
10	Assume responsibility for planning, teaching, and assessing (starting with one subject and progressing to at least two subject areas). .
11	Interview <ul style="list-style-type: none"> • Design 10 open ended questions regarding any problem related to education. • Conduct interview of a teacher and a student. • Transcribe it and write your reflection.
12	Seminar session <ul style="list-style-type: none"> • Student led seminar/webinar • Prepare in the group of 5 students in which one will be presenter. The seminar runs parallel to your experience at school. Student Teachers may expect to discuss issues such as: <ul style="list-style-type: none"> • Practical issues of teaching and learning in their field placements • Language learning • Different perspectives on how to organize and manage a classroom
13	Student Teachers will: <ul style="list-style-type: none"> • Present an analysis of own or a peer's teaching • Conduct an observation focused on specific classroom practices or an individual child • Try out a particular method and reflect on its success in achieving its purpose

	<ul style="list-style-type: none"> • Conduct an interview with a teacher and a child. All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.
14	<p>The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:</p> <ul style="list-style-type: none"> • Assisting individual students • Working with small groups • Taking responsibility for planning and teaching sections of lessons
15	<p>Compilation of Teaching Practice Files/Portfolios</p> <ul style="list-style-type: none"> • Review what has been learned during the field placement. • Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the Instructor. • Share student teaching portfolios for peer review.
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
		organization or clarity.		
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

11. Textbook/Reference Books

- Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). Pearson.
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- **OpenLearn – The Open University**
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□ <https://www.open.edu/openlearn/>
- **Coursera – Foundations of Teaching for Learning**
Online professional development courses for teacher educators.
□ <https://www.coursera.org/learn/teaching-learning>
- **National Education Association (NEA)**
Resources on classroom management, lesson planning, and student engagement.
□ <https://www.nea.org/professional-excellence>

- **OER Commons – Teacher Education**
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□ <https://www.oercommons.org/hubs/teacher-education>
- **British Council – Teacher Training**
Especially useful for English language educators, includes methodology guidance.
□ <https://www.teachingenglish.org.uk/>
- **Edmodo**
Teaching platform and resource sharing community for educators.
□ <https://new.edmodo.com/>
- **FutureLearn – Teacher Training Courses**
Courses on pedagogy, assessment, and digital tools.
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Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 105
Course Title	General Methods of Teaching
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

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

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Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
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4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
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8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
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2	CLO 2.1 & CLO 2.2	PLO 1, 2, 3, 4 & 6
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4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

9. Course Contents	
Session	Topic
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7	Orientation meeting on campus. Focus on 1) expectations, 2) techniques for observing in schools, and 3) becoming involved in the classroom.
8	Midterm
9	Start co-planning and co-teaching of sections of lessons alongside your Cooperating Teacher.
10	Assume responsibility for planning, teaching, and assessing (starting with one subject and progressing to at least two subject areas). .
11	Interview <ul style="list-style-type: none"> • Design 10 open ended questions regarding any problem related to education. • Conduct interview of a teacher and a student. • Transcribe it and write your reflection.
12	Seminar session <ul style="list-style-type: none"> • Student led seminar/webinar • Prepare in the group of 5 students in which one will be presenter. The seminar runs parallel to your experience at school. Student Teachers may expect to discuss issues such as: <ul style="list-style-type: none"> • Practical issues of teaching and learning in their field placements • Language learning • Different perspectives on how to organize and manage a classroom
13	Student Teachers will: <ul style="list-style-type: none"> • Present an analysis of own or a peer's teaching • Conduct an observation focused on specific classroom practices or an individual child • Try out a particular method and reflect on its success in achieving its purpose

	<ul style="list-style-type: none"> • Conduct an interview with a teacher and a child. All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.
14	<p>The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:</p> <ul style="list-style-type: none"> • Assisting individual students • Working with small groups • Taking responsibility for planning and teaching sections of lessons
15	<p>Compilation of Teaching Practice Files/Portfolios</p> <ul style="list-style-type: none"> • Review what has been learned during the field placement. • Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the Instructor. • Share student teaching portfolios for peer review.
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Reflection	4, 10	10%
2	Midterm Examination	8	25%
3	Assignment(Lesson Plans)	5	10%
4	Micro Teaching Presentations	15	15%
5	Final Examination	16	40%

Assessment Details

1.Lesson Plan Development (10)

Description:

Students will design a comprehensive science lesson plan following **structured lesson planning models** (e.g., 5E Model). The lesson plan should include:

- Clear learning objectives and outcomes
- Engaging instructional strategies
- Hands-on/minds-on activities
- Assessment methods

Rubric for Lesson Plan Development (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Objectives & Outcomes	Objectives are well-defined, measurable, and aligned with curriculum standards.	Objectives are clear but could be more specific or measurable.	Objectives are present but lack clarity or alignment with standards.	Objectives are vague, missing, or not aligned with standards.
Instructional Strategies	Uses a variety of engaging, student-centered strategies effectively.	Uses engaging strategies, but lacks variety or depth.	Uses limited strategies, mostly teacher-centered.	Lacks engaging strategies; minimal student involvement.
Hands-on Activities	Activities are highly engaging, inquiry-based, and enhance conceptual understanding.	Activities are engaging but not fully inquiry-based.	Some hands-on activities but not well-integrated.	Few or no hands-on activities present.
Assessment Methods	Clear, varied, and aligned with learning outcomes. Includes formative and summative methods.	Assessment methods are present but not fully aligned with outcomes.	Limited assessment methods, mostly summative.	Assessment methods are unclear, inappropriate, or missing.

2. Microteaching Session (10)

Description:

Each student will conduct a **15-20 minute microteaching session** where they deliver a segment of a science lesson. The session will be evaluated on **clarity, engagement, use of questioning, and time management**.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, well-structured, logical flow, and engaging.	Mostly confident, some gaps in	Some hesitation, lacks coherence in delivery.	Unclear, disorganized, lacks engagement.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
		organization or clarity.		
Engagement & Interaction	Actively engages students, encourages participation, uses questioning effectively.	Engages students but relies on limited strategies.	Limited engagement strategies, mostly teacher-centered.	Minimal interaction or engagement strategies.
Use of Visuals & Resources	Uses relevant, high-quality visuals, models, or digital tools effectively.	Uses visuals or resources but not optimally integrated.	Uses minimal resources; effectiveness is limited.	No use of visuals or resources.
Time Management	Well-paced lesson with effective use of allocated time.	Generally well-paced, minor timing issues.	Some sections rushed or extended beyond time.	Poor time management; lesson incomplete.

3. Classroom Observation & Reflection Journal (10)

Description:

Students will **observe real science lessons** and maintain a reflection journal to analyze teaching techniques, classroom management, and student engagement.

Rubric for Observation & Reflection (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Depth of Reflection	Insightful, connects observations with pedagogy, and includes critical analysis.	Reflective but lacks depth in pedagogical connection.	Basic reflections with minimal analysis.	Superficial observations, lacks analysis.
Examples & Evidence	Uses specific examples to support observations.	Includes examples but lacks detail.	Few examples, minimal connection to theory.	Lacks examples or evidence to support claims.

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Clarity & Organization	Well-structured, clear writing, and logically organized.	Organized but has minor clarity issues.	Somewhat disorganized or unclear.	Lacks structure,

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□ <https://www.open.edu/openlearn/>
- **Coursera – Foundations of Teaching for Learning**
Online professional development courses for teacher educators.
□ <https://www.coursera.org/learn/teaching-learning>
- **National Education Association (NEA)**
Resources on classroom management, lesson planning, and student engagement.
□ <https://www.nea.org/professional-excellence>

- **OER Commons – Teacher Education**
Open educational resources and lesson planning tools.
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- **British Council – Teacher Training**
Especially useful for English language educators, includes methodology guidance.
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- **Edmodo**
Teaching platform and resource sharing community for educators.
□ <https://new.edmodo.com/>
- **FutureLearn – Teacher Training Courses**
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- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education
Course Outline

1. Course Code and General Information	
Course Code	EDU 311
Course Title	Teaching Urdu
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description
اردو کی تدریس کا یہ کورس پیشہ ورانہ معلمین کی تربیت کے لیے تیار کیا گیا ہے تاکہ وہ اردو زبان و ادب کو موثر انداز میں پڑھانے کی مہارت حاصل کر سکیں۔ اس کورس میں اردو کے تدریسی اصول، زبان کے مختلف کی تدریس، نصاب سازی، اسباق کی منصوبہ بندی، تدریسی وسائل کا استعمال، (سننا، بولنا، پڑھنا، لکھنا) پہلوؤں اور تشخیصی طریقہ کار پر غور کیا جاتا ہے۔ اس کے علاوہ، طلبہ کو شامل کرنے، تنقیدی سوچ کی پرورش، اور

اور بین المتعلقاتی تدریس پر بھی توجہ دی جاتی ہے۔ یہ کورس طلبہ ICT جدید تدریسی حکمت عملیوں جیسے اساتذہ کو اردو زبان کی تدریس میں خود اعتمادی، تخلیقی سوچ، اور قومی و ثقافتی شعور پیدا کرنے میں مدد دیتا ہے۔

5. Course Objectives

(Course Objectives) کورس کے مقاصد

اس کورس کے اختتام پر طلبہ اساتذہ کی یہ صلاحیتیں متوقع ہیں:

اردو زبان و ادب کی تدریس کے اصولوں اور طریقوں کو سمجھنا۔

(سننا، بولنا، پڑھنا، لکھنا) کی تدریس کے لیے مؤثر اسباق تیار کرنا۔

طلبہ کی ضروریات کے مطابق تدریسی حکمت عملی اپنانا اور ان کی تشخیص کرنا۔

- اردو تدریس میں جدید ٹیکنالوجی ICT مؤثر استعمال کرنا

تنقیدی، تخلیقی اور عکاس تدریس کی صلاحیتیں پیدا کرنا۔

تدریسی عمل میں ثقافتی اور لسانی حساسیت کو مدنظر رکھنا۔

6. Course Learning Outcomes (CLO)

(CLOs) کورس لرننگ آؤٹ کمز

علم (Knowledge)

- CLO 1.1:

اردو زبان کی تدریس سے متعلق نظریاتی تصورات، اصولوں اور تدریسی طریقوں کی وضاحت کرنا۔

- CLO 1.2:

اردو کے چاروں لسانی مہارتوں کے تدریسی تقاضوں کو سمجھنا اور ان کا تجزیہ کرنا۔

مہارتیں (Skills)

- CLO 2.1:

اردو زبان کی تدریسی حکمت عملیوں کے مطابق اسباق کی منصوبہ بندی، تدریس اور تشخیص کرنا۔

- CLO 2.2:

طلبہ کی زبان دانی کی سطح کے مطابق تدریسی وسائل اور ICT کامؤثر استعمال کرنا

(Critical Thinking & Innovation) تنقیدی سوچ و جدت

- **CLO 3.1:**

اردو کی تدریس میں تخلیقی طریقہ کار اپنانا اور مسائل کا حل تجویز کرنا۔

- **CLO 3.2:**

اردو تدریس کی بہتری کے لیے تحقیقی بصیرت کا استعمال کرنا۔

(Values and Professionalism) اقدار اور پیشہ ورانہ رویہ

- **CLO 4.1:**

ثقافتی حساسیت، لسانی تنوع اور اخلاقی اصولوں کے مطابق تدریس کرنا۔

- **CLO 4.2:**

تدریسی عمل کی عکاسی اور پیشہ ورانہ بہتری کے لیے خود تشخیصی صلاحیت پیدا کرنا۔

(Collaboration and Community Engagement) اشتراک و سماجی روابط

- **CLO 5:**

زبان سیکھنے کے مواقع پیدا کرنے کے لیے طلبہ، والدین، اساتذہ اور معاشرے کے ساتھ مؤثر اشتراک کرنا۔

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
1	Identify and explain basic concepts of Child Development		
	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations

5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 1, 2 & 5
2	CLO 2.1 & CLO 2.2	PLO 1, 2, 3 6 & 8
3	CLO 3.1 & CLO 3.2	PLO 7, 9, 10 & 11
4	CLO 4.1 & CLO 4.2	PLO 3, 6 & 10
5	CLO 5	PLO 4, 8 & 11

نصاب اردو SYLLABUS URDU

نصاب برائے نفس مضمون / اردو مافیہ (Content)

- ۰۔ کورس کا بیان (COURSE DESCRIPTION)
- ۰۔ حاصلات کورس (COURSE OUTCOMES)
- ۰۔ تعلیمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACHE)
- ۰۔ یونٹ (UNIT)

- ۱۔ تعارف زبان
- ۲۔ اصناف ادب
- ۳۔ اصنافِ سخن (نظم و غزل)
- ۴۔ انشا پر دازی
- ۵۔ اردو کے جدید رجحانات

- ۰۔ حوالہ جات (REFERENCES)
- ۰۔ اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- ۰۔ کورس سے متعلق لازمی معلومات
- ۰۔ اردو سے متعلق غلط فہمیوں کا ازالہ
- ۰۔ تفصیلی سبقی خاکے

نصاب برائے نفس مضمون/ اردو مافیہ (Content)

سال اول سیمسٹر - ۱

ایسوی ایٹ ڈگری آف ایجوکیشن/ADE

بی ایڈ ایلیمینٹری/ (آنرز)

کریڈٹ: ۳

پیش لازمہ: (PREREQUISITES)

ایف اے سطح تک اردو لازمی پڑھنے والے طلبہ اس کورس میں داخلے کے اہل ہوں گے۔

کورس کا بیان: COURSE DESCRIPTION

یہ کورس خاص طور پر زیر تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اور یہ اہتمام کیا گیا ہے کہ زیر تربیت اساتذہ بنیادی لسانی مہارتوں (سننا، بولنا، پڑھنا، لکھنا، سمجھنا) میں کمال حاصل کر سکیں۔ ان مہارتوں میں دسترس حاصل کرنے کے لیے عملی طریق Functional Method استعمال کیا جائے گا۔

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔ اس طریقہء تدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر ”کیا کہنا چاہیے“ پر خاص توجہ دی جائے گی۔ تاکہ زیر تربیت اساتذہ نظم و نثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کر سکیں۔ یہ امر بھی قابل توجہ ہے کہ اس کورس میں اساتذہ قواعد و دران مطالعہ اسباق پر دسترس حاصل کریں گے۔

سادہ لکھائی کو متعارف کروایا جائے گا۔ تاکہ کورس کے اختتام پر طلبہ محض ادب کے نہیں بلکہ زبان کے استاد کہلائیں۔ کسی بھی زبان کی تدریس سے پہلے اس کے متن پر عبور ہونا ضروری ہے اس لیے نصاب میں وہ شعراء وادباء شامل کیے گئے ہیں جو جماعت اول تا ہشتم تک درسی کتابوں میں پڑھائے جاتے ہیں۔ اردو کو یہ طور گلوبل لینگویج جدید رجحانات (ضرورتوں/ تقاضوں/ تعمیری جہتوں) کے حوالے سے بھی زیر بحث لایا گیا ہے۔ علاوہ ازیں ابتدائی جماعتوں میں پڑھانے کے طریقے ترکیبی (الف بائی + صوتی) تحلیلی، تجلوی، فنکشنل اردو کی تدریس پر خصوصی توجہ دی گئی ہے تاکہ ایلیمینٹری اساتذہ مہارت سے ان جماعتوں میں اردو پڑھا سکیں۔

حاصلات کورس: (COURSE OUTCOMES)

اس کورس کی تکمیل کے بعد زیر تربیت اساتذہ اس قابل ہو جائیں گے کہ وہ:

- اردو زبان کی ساخت، وسعت اور اہلیت سے آگاہی حاصل کر سکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی و تحریری انداز میں بیان کر سکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کر سکیں۔
- زبان کے استاد کی حیثیت سے اپنی صلاحیتوں کی تنظیم کو کر سکیں۔

- تدریس زبان کے عملی پہلو کو ابتدائی و درمیانی سطح کی جماعتوں استعمال کر سکیں۔
- عملی طریق (Functional Method) سے نصاب پر دسترس حاصل کر سکیں۔

تعلیمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACH)

اس کورس کی ترتیب نو کے مقاصد کو پیش نظر رکھتے ہوئے تعلیمی اور تدریسی رسائی میں جدید و قدیم تدریسی طریقے مثلاً ترکیبی، تجلیلی، مخلوطی، استقرائی، استخراجی، انکشافی اور خصوصاً فنکشنل و عملی جیسے مستند طریقے استعمال کیے گئے ہیں سوالات کا اسلوب، سمجھ بھری معاونات کا بروقت استعمال، انٹرنیٹ سے استفادہ، پیرلنک جیسی تدریسی تکنیکوں کا ماہرانہ انداز میں موقع پر برتنا سکھایا گیا ہے جو ایک مشاق استاد کی تدریسی حکمت عملی سے مزید کارآمد ہے۔

یونٹ ۱

تعارف زبان

تعارف:

اس یونٹ میں زبان کی اہلیت کے وسیع تر موضوعات کو شامل کیا گیا ہے تاکہ اردو کے استاد کو ادب پر فنی اور زبان پر حتی الامکان دسترس حاصل ہو۔ جہاں زبان کی تاریخی حیثیت کے حوالے سے بابائے اردو مولوی عبدالحق کی کاوشوں کو سراہا گیا ہے وہیں ڈاکٹر محمد صدیق خان شبلی کے مضمون عملی، فنکشنل اردو سے بھرپور استفادہ کیا گیا ہے تاکہ نوآموز اساتذہ جدید تدریسی تکنیک اور مہارتوں کو بروئے کار لاسکیں۔ ان طریقوں سے تدریس کو ایک منظم سائنس کی صورت میں پڑھانے کے لیے کئی ایک اصولوں کو بھی اختیار کیا جائے گا۔ مثلاً: الفاظ کی بار بار مشق، تذکیر و تانیث، واحد و جمع، جملہ سازی، انتخابی مشقیں۔ ان طریقوں میں بنیادی تدبیریں استعمال کی جائیں گی۔ جو مثبت نتائج کا باعث بنیں گی۔ تاکہ اعلیٰ سطح کے اساتذہ زبان و ادب کی تدریس میں جدید طریقے استعمال کر سکیں۔

پہلا ہفتہ

- تعارف زبان (اردو زبان کی ترقی کا پس منظر و پیش منظر)
- زبان کی اہمیت و افادیت (فکری/فنی/عملی سطح پر)
- اردو کے فروغ میں درپیش مشکلات (تدارک/غلط فہمیوں کا ازالہ)

دوسرا ہفتہ

- اردو زبان کی کہانی از بابائے مولوی عبدالحق (مضمون کا مطالعہ)
- عملی/فنکشنل اردو ڈاکٹر محمد صدیق خان شبلی (مضمون کا مطالعہ)
- مصنفین کا تعارف اور تعمیری کردار (اردو زبان کے حوالے سے)

اصنافِ ادب (صرف محمد رئیس ادبیات کا حصہ ہیں)

تعارف:

اس یونٹ میں اردو ادب کی اصناف کا مختصر تعارف شامل ہے۔ نثری اصناف میں داستان، ناول، ڈراما، مضمون، آپ بیتی، مکالمہ اور طنز و مزاح شامل ہیں۔ تاکہ پلیمینٹری اساتذہ نثر کی تمام اصناف سے واقفیت حاصل کر سکیں۔ مثلاً مزاح ادب کی صنف ہے اور طنز صفت ادب ہے۔ علاوہ ازیں فن پارے کا تنقیدی جائزہ لینے کے اس کی ہیئت کا ادراک ضروری ہے۔ اس یونٹ میں ادبی اصطلاحات/قواعد کو جدید، عملی، فنکارانہ اور ثقافتی طریقوں کے ذریعے روزمرہ زندگی سے مربوط کر کے پڑھایا جائے گا تاکہ قواعد نفس مضمون کا حصہ بن جائے اور زبان شناسی پر عبور کا باعث بن جاسکے۔ اسی ضرورت کے تحت اس کورس میں ادبی اصطلاحات کے ساتھ طلبہ جدید تعلیمی اصطلاحات کا استعمال بھی سیکھیں گے۔

مثلاً (زبانی انداز تعلیم) (Oral Approach) اور صورت حال کے مطابق تدریس زبان (Situational Language Teaching) جیسی اصطلاحات حالیہ دور کی پیداوار ہیں جن کا مقصد لسانی سانچوں کی تدریس کو بہتر بنانا ہے۔ تاکہ اسباق کی تدریس کے ساتھ جانچ (Testing) اور مشق (Exercise) کا کام بھی چلتا رہے۔ ان مقاصد کے حصول کے لیے سب سے پہلا قدم بے تکلف گفتگو کے مواقع پیدا کرنا ہے۔ مثلاً سننا بولنا تو سننے اور بولنے ہی سے آتا ہے۔ لہذا اس یونٹ میں سننے اور بولنے کے زیادہ سے زیادہ مواقع فراہم کیے جائیں گے۔

تیسرا حصہ

- ۰۔ اصنافِ نثر کا مختصر تعارف اجزاء/اقسام/اصناف کا تقابل
- ۰۔ داستان (اجزاء/ناول و داستان کا فرق)
- ۰۔ ناول (اقسام/ناول و افسانہ کا فرق)

چوتھا حصہ

- ۰۔ ڈراما (اقسام/اجزائے ترکیبی/روایت)
- ۰۔ افسانہ نگاری کا تعارف اشفاق احمد کے ”گڈ ریا“ کے حوالے سے (فکری و فنی تجزیہ)
- ۰۔ طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے مزاح اور طنز میں فرق کی وضاحت

پانچواں حصہ

- ۰۔ ماخوذ اقتباسات (صرف یعنی الفاظ سے بحث، نچو کمل جملوں اور عبارتوں سے بحث)
- ۰۔ اغلاط زبان (بلحاظ قواعد فقرات کی تصحیح)
- ۰۔ محاورات (دوران گفتگو/عام بول چال میں استعمال)

چھٹا ہفتہ

- ۰۔ ضرب الامثال (تعارف، تلخیص اور ضرب الامثال میں فرق)
- ۰۔ اوصاف خوش خوانی (تلفظ، لب و لہجہ، روانی، تاکید، تفصیل)
- ۰۔ تحت اللفظ (نثر و نظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم و غزل)

تعارف:

زیر بحث یونٹ میں شعری اصناف، حمد، نعت، غزل، بیروڑی اور گیت شامل ہیں۔ اس یونٹ کا عملی پہلو یہ ہے کہ شعرائے کرام کے منظوم فن پاروں کا ایک استاد کی حیثیت سے فکری و فنی، تقابلی و تحلیلی تجزیہ پیش کر سکے۔ مثلاً میر کا ترکیبی شعر ہے۔

فقیرانہ آئے صدا کر چلے
میاں خوش رہو ہم دعا کر چلے

یہی خیال غالب کے ہاں تحلیلی رنگ میں ملاحظہ فرمائیے!

بنا
تماشائے اہل کرم دیکھتے ہیں

تو توحافظ، فکر اور تخیل کی تربیت اس جہت کا لازمہ ہے۔ اس کوشش کو عملی رنگ دینے کے لیے تمثیل، رول پلے، تحت اللفظ اور فی البدیہہ نظم گوئی کے رجحان کو فروغ دیا جائے گا۔

ساقیاں ہفتہ

- ۰۔ اصنافِ سخن کا تعارف
- ۰۔ اردو نظم (تعارف، اقسام)
- ۰۔ اردو غزل (نظم اور غزل میں فرق)

آٹھواں ہفتہ

- ۰۔ علامہ محمد اقبال کی نظم ”روح ارضی آدم کا استقبال کرتی ہے“۔

- ۰۔ مولانا الطاف حسین حالی کی نظم مسدس حالی کے پہلے چار بند
- ۰۔ پس منظر کے تحت منظومات کی تشریح

نواں ہفتہ

- ۰۔ مرزا اسد اللہ خاں غالب کی غزل ”باز بچہ اطفال ہے دنیا میرے آگے“
- ۰۔ صوفی غلام مصطفیٰ تبسم کی غزل ”یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب“ کے پہلے پانچ اشعار
- ۰۔ شعرا کا فکری و فنی تقابل

دسواں ہفتہ

- ۰۔ پرائمری سطح کی نظمیں (کلام پر اظہار خیال، تمثیل)
- ۰۔ وسطانی سطح کی نظمیں (کلام کی خوبیاں، تبصرہ)
- ۰۔ تحت اللفظ اور فی الہدیہ نظم کوئی

پونٹ ۴

انشا پر دازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روزمرہ زندگی میں زبان کے استعمال یعنی ”کس موقع پر کیسی زبان بولی جائے“ کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فکشنل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمینٹری سطح کے اساتذہ انشا پر دازی کے طریقے، تکنیک اور حکمت عملی کے گریسکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر سکیں اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھاسکیں۔ مندرجہ ذیل امور بھی تقریری انشا یعنی بول چال سیکھنے میں مدد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہرپ بھرنا یا ڈراما کاری، بحث مباحثہ/نڈا کرے۔ مثلاً رپورٹاژ کو ڈراما کاری میں تبدیل کرنا۔ غالب کے خط کو مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں دے دینا۔ اس ضمن میں جماعتی سطح/معیار/استحسان کا خاص خیال رکھا جائے گا۔ تاکہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- ۰۔ اردو حروفِ جمعی (صوتیات/اعراب/حرکات)
- ۰۔ اُردو کا جدید ترین قاعدہ (صوتی، بنی، تصویری، تلازمی)
- ۰۔ حروف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

بارہواں ہفتہ

- ۰۔ صحیح بولنے کی شرائط (روزمرہ بول چال، عام گفتگو، مکالمے، ذرائع ابلاغ، اخبارات، ٹی وی ڈرامے)
- ۰۔ تعلیم خوش خطی (درست تحریر کے ضروری امور)
- ۰۔ تخلیقی انشا (مشاہدہ و تحریر)

تیرہواں ہفتہ

- ۰۔ خطوط، درخواست (بہ شمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- ۰۔ مکالمہ و ڈراما نگاری (ڈراما نگاری)
- ۰۔ مضمون نویسی (جدید موضوعات پر اظہار خیال)

پونٹ ۵

اردو کے جدید رجحانات

(ضرورتی/ثقافتی/تعمیری جہتیں)

تعارف :

اردو کے جدید رجحانات: ضرورت، ثقافتی اور تعمیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نو آموز اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پر لطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیر تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کر دیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر مجبور ہے تو صحافی اردو میں رپورٹ تیار کرتے ہیں۔ مذہب و اخلاق کی ہر گزہ اردو کو کھول رہی ہے۔ سائنسی و ٹیکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیر تربیت اساتذہ کو مستند عملی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نہ کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کیوس پر اتارنا۔ غالب و اقبال کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرت عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی شخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ لینے کے قابل بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

- ۰۔ اردو کی ترویج (ہمہ پہلو ضرورت)
- ۰۔ اردو کی بین الاقوامی حیثیت (ثقافتی/تعمیری)
- ۰۔ اردو کمپیوٹر کی زبان (اطلاعیات: اردو کا مستقبل)

پندرہواں ہفتہ

- ۰۔ اردو ذریعہ ابلاغ (دفتر، صحافت، مذہب و اخلاق)

- ۰۔ اردو اور جدید ٹیکنالوجی (ترقیاتی ادارے، معاشرتی شعبے اور کام)
- ۰۔ اردو رابطے کی زبان (عام بول چال کے حوالے سے)

سولہواں ہفتہ

- ۰۔ اردو آرٹ اور کلچر (نثر و نظم میں آرٹ/ آرٹ میں نثر و نظم)
- ۰۔ اردو تراجم و ادبی (قومی دہلی جذبے/ ماخوذ متن)
- ۰۔ اردو گلوبل لینگویج (منظر نامہ)

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- ۱۶۔ مقتدرہ قومی زبان سے اشاعت شدہ لغات کا استعمال

افسانے/ کہانیاں/ ڈرامے/ خطوط

- ۰۔ ”خود کشی/ ٹوبہ یک سنگ“ سعادت حسن منٹو
- ۰۔ چور، اشفاق احمد
- ۰۔ رستم و شہرہ، آغا حشر

۰۔ ”مرزا غالب بندر روڈ پر“ خواجہ معین الدین (ڈراما سی ڈی)

۰۔ ”یوسف مرزا کے نام“ مرزا غالب

۰۔ ”مولانا انشا اللہ خان کے نام“ علامہ اقبال

ماڈل اسائنمنٹ : (ASSIGNMENTS)

- ۱۔ علامہ اقبال کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعر اکٹھے کریں اور ایک کتابچے (booklet) کی صورت میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔
- ۲۔ دو گروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/نیشنل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔
- ۳۔ صوفی غلام مصطفیٰ تبسم کی جماعت اول تا ہشتم درجی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر جمع کروائیں۔
- ۴۔ موبائل کے ذریعے اردو کے ادب پاروں پر کتابچہ کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع کروائیں۔

نصاب سے حلق لازمی معلومات:

اس کورس کا بنیادی لازمہ اردو کو فنکشنل بنیادوں پر استوار کرنا ہے۔ تاہم ادبی ماحول کی اہمیت سے بھی انکار نہیں کیا جاسکتا۔ اسی وجہ سے کورس کا آغاز تعارفی زبان سے کیا گیا ہے۔ زبان کے تاریخی پس منظر پر نظر ڈالیں تو برصغیر میں داخل ہونے والے فاتحین کی اردو معاشرتی ضرورت رہی ہے۔ خاص طور سے انگریزوں نے اس کی تعلیم پر خصوصی توجہ دی۔ غیر ملکیوں کے لیے اردو کی تدریس کا آغاز تو ہندوستان ہی سے ہوا تھا۔ وینڈیز یوں نے بھی اس کے لیے مواد تیار کیا مگر انگریزوں نے کلکتہ میں اس مقصد کے لیے فورٹ ولیم کالج قائم کیا۔

اس کے برعکس ادبی حوالے سے سرسید تحریک نے اردو کا مستقبل با مقصد بنیادوں پر متعین کر دیا جبکہ دیگر تحریکات نے بھی اردو کے فردغ میں بھرپور حصہ لیا۔ اردو زبان کے حوالے سے بابائے اردو مولوی عبدالحق اپنے آپ میں ایک تحریک تھے۔ جس کا عملی مظاہرہ اردو یونیورسٹی کا قیام ہے۔ اردو پر کیے گئے کام کو ادبی اور تدریسی بنیادوں پر پرکھنا چاہیے اور معیار مقرر کرنا اس کورس کا مفروضہ ہے۔ اور مفروضہ ہی اس کا فرضیہ ہے۔ اس انداز میں کام کرنا ہی زبان کو سائنسی طرز فکر دے سکتا ہے۔

جدید ماہرین تعلیم فی امور میں منطقی سے زیادہ نفسیاتی پہلو پر زور دیتے ہیں، اس لیے کہ انسان روزمرہ زندگی میں جو علم براہ راست حاصل کرتا ہے۔ وہ کسی منطق کا پابند یا محتاج نہیں ہوتا۔ مثلاً جب ایک بچہ زبان سیکھنا شروع کرتا ہے تو وہ گروپش میں بولی جانے والی زبان کو ضرورت کے مطابق اخذ کرتا جاتا ہے۔ یوں نہیں کہ وہ پہلے اسمائے معرفت سیکھے پھر اسمائے نکرہ کو پہچانے، پھر ان کی مختلف اقسام کو ترتیب سے اپناتا جائے۔ اس کی ترجیحات، اس کی ضرورت اور اس کے ماحول سے منسلک ہیں۔ استعمال پہلے ہے اور تجربہ بعد میں۔ یہ کورس خاص طور پر زیر تربیت اساتذہ کے لیے ترتیب دیا گیا ہے۔ اردو دنیا کی دوسری بڑی زبان ہے۔ اردو کو ادبی و علمی/تکنیکی زبان یا محضر (Discourse) کی حیثیت سے سمجھنا اس کورس کا بنیادی نقطہ ہے۔ تدریسی تکنیک کا تعلق کسی خاص طریقہ کار سے نہیں ہوتا بلکہ دور حاضر کے رجحانات، تقاضے اور ترجیحات اسے نئے رخ دیتے رہتے ہیں۔

تمام تر تدربسی عمل کا بنیادی نقطہ یہ ہے کہ زیر تربیت اساتذہ فتنشل و عملی طریقے سیکھیں۔ عملی/فتنشل اُردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابل توجہ ہے۔

علمی ادبی مطالعے کو عملی زندگی کا حصہ بنانا اس کورس کی جہت ہے۔ زیر تربیت اساتذہ ادبی متن کی تدریس اسی صورت میں احسن طریق پر کر پائیں گے جب وہ خود ان کے ادبی معیار پر استدلال حاصل کر پائیں گے۔ اسی لیے اصنافِ ادب کو پڑھاتے ہوئے جدید طریقے استعمال کیے گئے ہیں۔ زبان کی حفاظت بھی ایک اہم ضرورت ہے۔ زبانوں کا بدلتا ہوا منظر نامہ ہی ان کی بقا کی ضمانت ہوتا ہے۔ زبان کا فطری ارتقا اپنے فروغ کا راستہ خود بخود ڈھونڈ نکالتا ہے مروج طریقہ ہائے تدریس سے استفادہ کرتے ہوئے نئے تدریسی طریقے، مہارتیں، معادلات اور تکنیک وضع کرنا۔ جو سائنٹفک انداز نظر رکھتی ہوں۔ اس کورس کا حصہ ہیں۔

فتنشل طریقے میں زبان کی پانچوں مہارتوں پر توجہ دی جاتی ہے۔ سننے، بولنے اور سمجھنے کی مسلسل مشق کا آغاز مکالمے سے ہوتا ہے۔ ہر سبق میں پڑھنے اور لکھنے کا حصہ لگ ہوتا ہے اس طریقے کا پورا پورا فائدہ اسی قسم کے کورس کی تدریس سے اٹھایا جائے اُردو کی تدریس کو موثر بنانے کے لیے اُردو کے فتنشل کورس مرتب کرنے کی ضرورت ہے۔ مگر اس قسم کے کورس کی تیاری کا امکان بہت کم ہے۔ زبان پر عبور حاصل کرنے کے لیے ضروری ہے کہ نفس مضمون پر دسترس ہو۔ اس لیے کورس میں جماعت اول تا ہفتم نصابی کتب میں شامل شعراء وادباء پر تفصیلی بحث فتنشل انداز میں شامل ہے۔

انشا پردازی میں مہارت کے لیے زبان کے بنیادی قاعدوں کا علم ضروری ہے۔ حروف کی صوتی، تملازی اور بنی کیفیتوں کو سمجھنا اور ان کی ابتدائی و وسطانی جماعتوں میں عملی کردار سے واقفیت ہونا ضروری ہے۔ مثلاً روزمرہ بول چال، مشاہدہ، مکالمہ نویسی، درخواست، جدید برقیاتی خط اور مضمون نویسی تک حرف و صوت کی کارفرمائی تخلیق انشا کا باعث ہے۔ عملی اُردو کا تقاضا ہے کہ غالب و اقبال کا انداز سیکھنے والے طلبہ ان کے خیالات کو چاہیں تو مکالمے میں ڈھال لیں یا فتنشل کارنگ دے دیں۔

کمپیوٹر سے فتنشل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظر نامہ اُردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمت عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی، فردغ کے رجحانات کو شبث زاویے، تکنیکی سانچے، کینڈے اور محضر فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ وارانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلمینٹری کی سطح کا یہ کورس اسی خیال (فریضے Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اُردو سے متعلق مسائل

بولنے کا عمل زبان کی تدریس میں نہایت اہم ہے کیونکہ جب طلبہ اُردو بولتے ہیں تو انھیں بہت مشکلات درپیش ہوتی ہیں۔ تلفظ، افعال کا سمجھنا، سوال و منفی جملے، جملہ صحیح نہیں بول پاتے، حروف عطف کا مسئلہ اور بھی کئی ایک مسائل کا سامنا ہوتا ہے۔ تلفظ اکثر غلط۔ زبان اکثر طلبہ کی ناقص، بولنے میں جھجک، قرات معیوب، تخفیف و توضیح کی صلاحیت کم، مطالعے کا شوق کم، تحریری خط اکثر خراب، سچے اکثر غلط مضمون نگاری کی قابلیت کم، خیالات میں ناداری، ذخیرہ الفاظ میں افلاس، سمجھنے کی قوت کم، ذہن ابہامات سے پڑ۔ اس کا سبب غلط طریق تدریس ہے۔ یہ تمام نقائص بے توجہی سے پیدا ہوئے۔ اکثر حالات میں اساتذہ خود بھی زبان پر دسترس حاصل نہیں ہوتی۔

اُردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ ”پات، بس اور بیچ حرف میں ”ب“ میں تین جدا گانہ

صورتیں اختیار کر لی ہیں۔ اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ دیگر زبانوں میں حروف کو ملا یا نہیں جاتا بلکہ حروف اپنی شکل میں لکھے جاتے ہیں

اُردو حروف ملا کر لکھے جاتے ہیں۔ حروف کو جوڑتے وقت ان کی شکلیں تبدیل ہو جاتی ہیں کیونکہ اُردو میں ہر حرف کی چار مختلف شکلیں ہوتی ہیں۔ ابتدائی وسطی، آخری اور مکمل۔ ان شکلوں کی تبدیلی طالب علم کے لیے مسئلہ بن جاتی ہے اور اسے پڑھنا مشکل ہو جاتا ہے۔ عربی میں بعض حروف کا تلفظ اور ہے جب کہ اُردو میں اور ہے مثلاً ض کو اُردو والے ذ کے تلفظ سے ادا کرتے ہیں مگر عرب ”ذھ“ کے تلفظ میں بولتے ہیں۔ ع، کو اُردو والے، الف کے تلفظ سے ادا کرتے ہیں مگر عرب طلبہ اسے ”ع“ کے تلفظ ہی میں بولتے ہیں۔ اعراب بدلنے سے بھی لفظ کے معنی تبدیل ہو جاتے ہیں۔ کھر، صخر، صرف، دور، دور وغیرہ۔ عربی میں جہل کے معنی جذباتی ہیں اور ذلیل کے معنی کمزور کے ہیں جب کہ اُردو میں بالکل الٹ معنی برتے جاتے ہیں۔ تاہم لفظ جس زبان سے مستعمل ہے اس کا خیال لغت کے ذریعے رکھنا چاہیے۔

بنیادی لسانی عادات کی تربیت بھی ناچستہ رہنے سے بچے مسائل کا شکار رہتے ہیں۔ قدیم طریقہ ہائے تدریس ان میں زبان کا متنوع ماحول بیدار ہی نہیں کر پاتا۔ ذخیرۃ الفاظ میں وسعت اور بوقت ضرورت ان کے انتخاب کی اہمیت تقریر کے لیے بنیادی آلے کی حیثیت رکھتی ہے۔ اس مقصد کے لیے اُردو لغات اور ”اُردو تھیسارس“ کا استعمال زیادہ مفید ہوتا ہے۔ اُردو میں مترادفات اور متضادات کی کوئی کمی نہیں لیکن تقریر کرتے وقت ان میں سے موزوں ترین الفاظ کا استعمال ان کے سیاق و سباق پر منحصر ہے۔ ظاہر ہے کہ سیاق و سباق اور برہنہ استعمال کے لیے وسعت مطالعہ اور لغات یا تھیسارس کا استعمال ہی مدد دے سکتا۔ بعض ارباب تعلیم جو ثانوی سطح پر بولنے کو پڑھنے اور لکھنے پر ترجیح نہیں دیتے۔

- ثانوی درجے کے طلبہ کے پاس ذخیرۃ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔
- ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔
- اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔
- امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تاکہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہار خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیرامیٹر اس کا عملی امتحان ضروری ہے۔

- اُردو ثانوی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہذا الفاظ کا طریقہ تکلم سکھانا ضروری ہے۔
- یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو زبان ٹوٹے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔
- اُردو زبان کو اُردو زبان کے استاد ہی پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

9. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Group discussions and articles debriefing	3, 4, 5, 8,10,11,12	10%
2	Midterm Examination	8	30%
	Individual articles reading and discussion on the Black Board discussion box	10,11,12	10
3	Individual practical work and presentations	13 and 14	10%
5	Final Examination	16	40%
10. Grading Policy			
'A' Grade		88 and above	
'B+' Grade		81-87	
'B' Grade		74-80	
'C+' Grade		67-73	
'C' Grade		60-66	
'F' Grade		Below 60	

12. Text Book & Reference Books
<ul style="list-style-type: none"> Afaq, A. (2014). <i>Urdu zaban ki tadrees: Usool o tariq-e-kar</i> (Urdu). Lahore: Ilmi Kitab Khana. Faruqi, S. R. (2004). <i>Urdu ka sabaq</i> (Urdu). Karachi: Oxford University Press. Husain, S. A. (2011). <i>Tadrees-e-Urdu ke asool</i> (Urdu). Lahore: Maktaba-e-Faridiya. Mahmood, A. (2013). <i>Tadrees-e-zaban: Nazriyat aur amal</i> (Urdu). Lahore: Urdu Science Board. Mehmood, K. (2016). <i>Urdu ke ustaad ke liye rehnuma kitab</i> (Urdu). Islamabad: National Book Foundation. Jamil, R. (2012). <i>Urdu zaban aur uske tadreesi tareeqe</i> (Urdu). Lahore: Ilmi Kutub Khana. Saleem, M. (2018). <i>Asri Urdu adab aur tadreesi lahja</i> (Urdu). Karachi: Educational Publishing House. Siddiqui, M. H. (2006). <i>Teaching of language arts: Urdu</i> (Bilingual). New Delhi: APH Publishing. National Council of Educational Research and Training (NCERT). (2005). <i>Position paper: Teaching of Indian languages</i> (for Urdu educators). New Delhi: NCERT. Khan, A. (2010). <i>Urdu ka Muallim</i> (Urdu). Lahore: Ilmi Kutub Khana.

13. Online Learning Material

- **UrduPoint – Urdu Language Resources**

Offers Urdu grammar, vocabulary, and reading materials.

□ <https://www.urdupoint.com/>

- **Rekhta Foundation – Urdu Literature Archive**

A comprehensive digital archive of Urdu poetry and prose.

□ <https://www.rekhta.org/>

- **Urdu Kids Learning (Taleemabad)**

Interactive Urdu lessons, games, and videos.

□ <https://www.taleemabad.com/>

- **National Book Foundation – Urdu Books**

Government-supported publisher of Urdu textbooks.

□ <https://www.nbf.org.pk/>

- **Alif Ailaan (Archived Resources)**

Reports and materials on Urdu education in Pakistan.

□ <https://www.dawn.com/news/1496440> (example report)

- **NCERT – Urdu Teaching Resources (India)**

Lesson plans and pedagogical support for Urdu teachers.

□ <https://ncert.nic.in/textbook.php?iurd1=0-10>

- **YouTube – Urdu Teaching Channels**

Multiple channels provide lesson planning and pedagogical tips in Urdu.

□ https://www.youtube.com/results?search_query=urdu+teaching+methods

- **Virtual University of Pakistan – Urdu Lectures**

Free online video lectures for Urdu and language pedagogy.

□ <https://www.vu.edu.pk/>

- **UrduWeb Digital Library**

Urdu eBooks and research materials.

□ <http://www.urduweb.org/mehfil/>

- **Pakistan Education Portal – Teacher Resources**

Government portal with Urdu curriculum guidelines.

□ <https://www.moent.gov.pk/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 312
Course Title	Comparative Education
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes	
	<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

This course *Comparative Education* explores the field of comparative education by examining the educational systems, philosophies, policies, and practices of different countries. It aims to develop in student-teachers an understanding of how social, political, economic, cultural, and historical contexts influence educational development globally. The course enables future educators to critically analyze Pakistan's educational system in relation to other countries, drawing lessons and best practices for reform and improvement. Through research, discussion, and reflective inquiry, student-teachers will develop global perspectives, comparative analysis skills, and a deeper appreciation for diversity in education.

5. Course Objectives

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

- Understand the concept, scope, and significance of comparative education.
- Analyze key features of educational systems in selected countries and compare them with Pakistan's system.
- Explore the influence of socio-economic, cultural, political, and historical factors on education globally.
- Critically evaluate education policies, structures, and outcomes in a comparative framework.
- Reflect on educational reforms and innovations from other contexts to propose improvements for Pakistan's education system.
- Foster an appreciation of global citizenship, equity, and cultural diversity through educational comparison.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Describe the foundations, approaches, and importance of comparative education as a field.
- **CLO 1.2:** Identify and compare educational systems, policies, and practices across different countries.

Skills

- **CLO 2.1:** Analyze the role of cultural, political, economic, and historical factors in shaping educational systems.
- **CLO 2.2:** Conduct a comparative study using research-based methods to evaluate international education systems.

Critical Thinking & Innovation

- **CLO 3.1:** Critically reflect on the strengths and challenges of Pakistan's education system in light of global models.
- **CLO 3.2:** Propose context-relevant reforms and innovations based on comparative insights.

Values and Professionalism

- **CLO 4.1:** Demonstrate awareness of equity, inclusion, and global citizenship values in education.

- **CLO 4.2:** Engage in reflective practice to improve personal teaching philosophy using international perspectives.

Collaboration and Community Engagement

- **CLO 5:** Collaborate with peers and engage in group-based comparative research to foster shared learning and cultural appreciation.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 3, 5 & 6
2	CLO 2.1 & CLO 2.2	PLO 1, 3 5 & 7
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 3, 4, 6, 10, 11
5	CLO 5	PLO 1, 4 & 8

9. Course Contents	
Session	Topic
1	<ul style="list-style-type: none"> Purposes of comparative education The uses of comparative education What is comparative education? Define and explain the term comparative education
2	<ul style="list-style-type: none"> Comparability as a historical journey (2 sessions) Approaches to comparative education Classify approaches to studying comparative education
3	<ul style="list-style-type: none"> App Approaches to comparative education Methods of comparative education Analyse the methods used in comparative education
4	<ul style="list-style-type: none"> Scope of comparative education Different disciplines from which comparative education draws ideas The importance of the sociology and philosophy of education to comparative education Explain the scope of comparative education
5	<ul style="list-style-type: none"> Educators determining a country's education system The role of key factors in determining education (religion, finances, and political and global trends) The role of teachers in appreciating and being critical reviewers of the factors that determine education systems Identify and discuss the factors that determine the education system of a country
6	<ul style="list-style-type: none"> Pathways to education Public and private education systems Analyse different types of education systems prevalent in Pakistan
7	<ul style="list-style-type: none"> Madrasah and formal education Formal, distance, and non-formal education Compare formal, distance, and non-formal education in the country
8	<ul style="list-style-type: none"> Project presentation Create and implement a project plan
9	<ul style="list-style-type: none"> Education theories and practices in the United States Historical reforms that have guided education in the United States Discuss the education theory and practices of selected developed countries
10	<ul style="list-style-type: none"> Education theories and practices in Japan historical reforms that have guided education in Japan Discuss the education theory and practices of selected developed countries
11	<ul style="list-style-type: none"> Education theories and practices in Hong Kong Historical reforms that have guided education in Hong Kong Discuss the education theory and practices of selected developed countries
12	<ul style="list-style-type: none"> Education systems of the United States, Japan, Hong Kong, and Pakistan: Similarities and differences Lessons that can be learned and practices that can be adapted and adopted Compare and contrast education systems in Japan, the United States, and Hong Kong with systems in Pakistan.
13	<ul style="list-style-type: none"> Education system and practices in Afghanistan Issues and challenges in the education sectors of Afghanistan and ways of addressing them

	<ul style="list-style-type: none"> Describe the education systems and practices of selected developing countries
14	<ul style="list-style-type: none"> Education system and practices in India Issues and challenges in the education sectors of India and ways of addressing them Describe the education systems and practices of selected developing countries
15	<ul style="list-style-type: none"> The education system and practices in Bangladesh Issues and challenges in the education sectors of Bangladesh and ways of addressing them Describe the education systems and practices of selected developing countries
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5, 6	10%
2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book/ Reference Books
<ul style="list-style-type: none"> Bray, M., Adamson, B., & Mason, M. (Eds.). (2014). <i>Comparative education research: Approaches and methods</i> (2nd ed.). Springer. https://doi.org/10.1007/978-3-319-05594-7 Phillips, D., & Schweisfurth, M. (2014). <i>Comparative and international education: An introduction to theory, method, and practice</i> (2nd ed.). Bloomsbury Academic. Crossley, M., Watson, K., & Bray, M. (2011). <i>Education in small states: Comparative perspectives</i>. Commonwealth Secretariat. Sadler, M. (2009). <i>Comparative education: The rise and progress of the subject</i>. Routledge. Arnone, R. F., Torres, C. A., & Franz, S. (Eds.). (2012). <i>Comparative education: The dialectic of the global and the local</i> (4th ed.). Rowman & Littlefield. Wolhuter, C. C. (2018). <i>Comparative and international education: Theory, research, and practice</i>. Sun Press.

- Cowen, R., & Kazamias, A. M. (Eds.). (2009). *International handbook of comparative education*. Springer.
<https://doi.org/10.1007/978-1-4020-6403-6>
- Rust, V. D., Soumaré, A., Pescador, O., & Shibuya, M. (Eds.). (1999). *Education in East Asia and the Pacific*. Garland Publishing.
- Tikly, L., & Barrett, A. M. (2011). *Education quality and social justice in the global South: Challenges for policy, practice, and research*. Routledge.
- Farooq, R. A. (1990). *Education systems in Pakistan*. National Book Foundation. (*Local perspective*)

14. Online Learning Material

- **World Bank – Education**

Reports and data comparing education systems worldwide.

- <https://www.worldbank.org/en/topic/education>

- **UNESCO Institute for Statistics – Education Data**

Global comparative education statistics.

- <http://uis.unesco.org/en/topic/education>

- **Comparative and International Education Society (CIES)**

Research articles, conference proceedings, and global education discussions.

- <https://cies.us/>

- **ERIC – Education Resources Information Center**

Academic research on comparative education topics.

- <https://eric.ed.gov/>

- **OECD – Education GPS**

Global policy indicators and reports (e.g., PISA, TALIS).

- <https://gpseducation.oecd.org/>

- **International Bureau of Education (UNESCO-IBE)**

Curricula comparisons, education systems profiles.

- <http://www.ibe.unesco.org/>

- **Global Partnership for Education (GPE)**

Country-specific education strategies and comparative data.

- <https://www.globalpartnership.org/>

- **Education International**

Reports on teaching conditions and education rights around the world.

□ <https://www.ei-ie.org/>

- **Harvard Graduate School of Education – Global Education**

Articles and podcasts on comparative education themes.

□ <https://www.gse.harvard.edu/global>

- **Routledge – Comparative Education Journal**

Leading academic journal on comparative education studies.

□ <https://www.tandfonline.com/toc/cced20/current>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 421
Course Title	Research Project
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description
The <i>Research Project (Capstone)</i> course is the culminating experience of the B.Ed. program, designed to integrate the knowledge, skills, and professional attitudes developed throughout

the degree. It provides student-teachers with the opportunity to engage in an independent, systematic inquiry into a problem or issue related to teaching and learning, educational policy, curriculum, assessment, or any other relevant educational field. Through this course, student-teachers will conduct small-scale research, applying research methods, data collection and analysis techniques, and ethical principles. The course fosters reflective practice, critical inquiry, and research-based problem-solving, preparing future educators to use evidence in informing practice and contributing to educational improvement.

5. Course Objectives

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

- Identify an educational issue or problem for systematic investigation.
- Formulate research questions and select appropriate research methodologies.
- Collect, analyze, and interpret data in a coherent and ethical manner.
- Develop evidence-based conclusions and recommendations relevant to educational contexts.
- Present research findings effectively in written and oral formats.
- Reflect on the research process and its implications for personal and professional development.
- Promote a culture of inquiry, professionalism, and continuous improvement in educational practice.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Demonstrate understanding of the key elements of educational research design, including problem formulation, methodology, and ethical considerations.
- **CLO 1.2:** Explain the theoretical and contextual relevance of the chosen research topic to educational practice.

Skills

- **CLO 2.1:** Apply appropriate qualitative or quantitative research methods to investigate an educational issue.
- **CLO 2.2:** Analyze and interpret research data to derive meaningful conclusions.

Critical Thinking & Innovation

- **CLO 3.1:** Critically evaluate existing literature and synthesize information to support research design and discussion.
- **CLO 3.2:** Propose innovative and practical solutions to educational problems based on research findings.

Values and Professionalism

- **CLO 4.1:** Demonstrate ethical responsibility and academic integrity throughout the research process.
- **CLO 4.2:** Reflect on personal and professional growth through the completion of the research project.

Collaboration and Community Engagement

- **CLO 5:** Communicate research findings clearly and professionally through written reports and oral presentations, and engage with peers and supervisors for feedback.

7. Teaching and Assessment

Code	CLO	Teaching Strategies	Course Assessment Methods
	Identify and explain basic concepts of Child Development		
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture	

		Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 7
2	CLO 2.1 & CLO 2.2	PLO 5, 7 & 9
3	CLO 3.1 & CLO 3.2	PLO 1, 5, 9 & 10
4	CLO 4.1 & CLO 4.2	PLO 6, 7 & 10
5	CLO 5	PLO 4, 8 & 10

9. Course Contents		
Session	Topic	
1	Module 1: Introduction to Action Research (Weeks 1-2)	
2		
	<ul style="list-style-type: none"> Definition, purpose, and importance of action research Differences between action research and traditional research Ethical considerations in educational research. 	
3	Module 2: Identifying Research Problems (Weeks 3-4)	
4		
	<ul style="list-style-type: none"> Understanding classroom/school issues Writing a research problem statement Literature review and theoretical framework 	
5		

6	Module 3: Research Design and Methods (Weeks 5-6) <ul style="list-style-type: none"> Types of action research (individual, collaborative, participatory) Research methodology: qualitative vs. quantitative approaches Data collection techniques (surveys, interviews, observations, student work analysis)
7	Module 4: Developing an Action Plan (Weeks 7-8) <ul style="list-style-type: none"> Designing interventions for classroom improvement Planning data collection and ethical considerations Writing a research proposal
8	
9	Module 1: Introduction to Action Research (Weeks 1-2) <ul style="list-style-type: none"> Definition, purpose, and importance of action research
10	
11	Module 6: Interpreting and Presenting Findings (Weeks 11-12) <ul style="list-style-type: none"> Summarizing and analyzing research results Writing an action research report (introduction, methodology, results, discussion, conclusion) Creating a presentation (poster, PowerPoint, or oral defense)
12	
13	Module 7: Final Report and Presentation (Weeks 13-14) <ul style="list-style-type: none"> Peer review and feedback on research drafts Finalizing the research report Presentation of findings to peers and faculty
14	
15	Module 8: Reflection and Future Applications (Week 15) <ul style="list-style-type: none"> Reflecting on the research process Applications of action research in continuous professional development <p>Course wrap-up and discussion</p>
16	Final Submission

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	-Identify a Research Problem	4	10 %
2	- Select an educational issue related to teaching, learning, or assessment.		
3	- Provide a brief background and justify its significance.		
4	Develop a Research Plan	8	20 %
5	- Formulate a clear research question.		

6	- Describe the research design (qualitative, quantitative, or mixed-methods).		
7	- Select appropriate data collection tools (e.g., surveys, interviews, observations).		
8	Conduct Data Collection & Initial Analysis	12	30 %
9	- Gather qualitative and/or quantitative data.		
10	- Present initial findings in the form of tables, charts, or themes.		
11	Reflect and Present Findings	15	40 (20 + 20) %
12	- Write a structured research report (Introduction, Methodology, Findings, Conclusion).		
13	- Prepare an oral presentation (5-7 minutes) summarizing key insights.		
14	- Use digital tools (e.g., PowerPoint, NVivo, Excel) to enhance data presentation.		

Assignment Details

Objective:

This assignment aims to develop students' **inquiry-based research skills** by integrating **theoretical knowledge with practical application**. It will enable students to identify real-world educational problems, design research projects, and apply appropriate methodologies using **interactive, collaborative, and experiential learning approaches**.

Assignment Task:

1. **Identify a Research Problem (10 Marks)**
 - Select an educational issue related to teaching, learning, or assessment.
 - Provide a brief background and justify its significance.
2. **Develop a Research Plan (20 Marks)**
 - Formulate a clear research question.
 - Describe the research design (qualitative, quantitative, or mixed-methods).
 - Select appropriate data collection tools (e.g., surveys, interviews, observations).
3. **Conduct Data Collection & Initial Analysis (30 Marks)**
 - Gather qualitative and/or quantitative data.
 - Present initial findings in the form of tables, charts, or themes.
4. **Reflect and Present Findings (20 + 20 Marks)- Write up and presentation**
 - Write a structured research report (Introduction, Methodology, Findings, Conclusion).
 - Prepare an oral presentation (5-7 minutes) summarizing key insights.
 - Use digital tools (e.g., PowerPoint, NVivo, Excel) to enhance data presentation.

Assessment Criteria:

Criteria	Marks	Description
Research Problem Identification	5	Clarity, relevance, and justification of the problem.
Research Plan & Methodology	5	Well-structured plan with justified methodology.
Data Collection & Analysis	5	Effective data gathering and logical presentation of initial findings.
Presentation & Reflection	5	Clear, engaging, and well-structured report and presentation.

Submission Guidelines:

- **Written Report:** APA format, Times New Roman, 12pt, single-spaced.
- **Presentation:** 5-7 minutes, with slides.

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

12. Text Book/Reference Books
<ul style="list-style-type: none"> • Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). SAGE Publications. • Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in education</i> (8th ed.). Routledge. • Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). <i>Methods in educational research: From theory to practice</i> (2nd ed.). Jossey-Bass. • Mertler, C. A. (2021). <i>Action research: Improving schools and empowering educators</i> (6th ed.). SAGE Publications. • Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). <i>How to design and evaluate research in education</i> (10th ed.). McGraw-Hill Education. • Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). <i>Introduction to research in education</i> (10th ed.). Cengage Learning. • Mills, G. E. (2017). <i>Action research: A guide for the teacher researcher</i> (6th ed.). Pearson. • Stringer, E. T. (2013). <i>Action research</i> (4th ed.). SAGE Publications.

- McMillan, J. H. (2015). *Educational research: Fundamentals for the consumer* (7th ed.). Pearson.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.

13. Online Learning Material

- **ERIC – Education Resources Information Center**
Search for peer-reviewed journal articles and reports in education.
☐ <https://eric.ed.gov/>
- **SAGE Research Methods**
Guides, videos, and case studies on research methodology.
☐ <https://methods.sagepub.com/>
- **Google Scholar**
Academic articles and citations related to education research.
☐ <https://scholar.google.com/>
- **Coursera – Research Methodology Courses**
Free and paid courses in educational and social science research.
☐ <https://www.coursera.org/search?query=research%20methodology>
- **FutureLearn – Education Research Courses**
Online professional development for conducting research in education.
☐ <https://www.futurelearn.com/subjects/teaching-courses>
- **Khan Academy – Research Basics**
Introductory-level resources for understanding statistics and methods.
☐ <https://www.khanacademy.org/math/statistics-probability>
- **Harvard University Library – Guide to Research**
Detailed guide on planning, writing, and citing academic research.
☐ <https://guides.library.harvard.edu/research-methods>
- **Open University – Educational Research Methods**
Free open-access learning material.
☐ <https://www.open.edu/openlearn/education/research-education>
- **British Educational Research Association (BERA)**
Ethical guidelines and research-related publications.
☐ <https://www.bera.ac.uk/>
- **Zotero**
Free tool to collect, manage, and cite research sources.
☐ <https://www.zotero.org/>

14. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

15. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Annexure 1

Week 1: Orientation meeting

Objective

To orient Student Teachers to the research project

In the first week, the Instructor will hold an orientation session with Student Teachers. In this meeting, the Instructor will familiarize Student Teachers with the action research and process of the research project and prepare them for the steps to be completed during the semester.

Weeks 2–3: Reviewing and refining the research problem

Objectives

- To give feedback on Student Teachers' research problem
- To review the related literature
- To guide Student Teachers through the next step of their research

In weeks 2 and 3, Student Teachers will work on different sections of their proposals. They will then present their proposals, and their Instructor will offer feedback and suggestions.

Weeks 4–5: Constructing and finalizing the research instrument

Objectives

- To discuss intervention strategies with supervisors
- To adopt/ adapt a research instrument

In weeks 4 and 5, Student Teachers will develop a research instrument. Student Teachers will submit their written work to their supervisor for feedback. Supervisors will discuss intervention strategies (such as small group work, reading, and activities) and reconnaissance (school, class climate, student profile, and teaching and learning process) with Student Teachers. Supervisors will also provide feedback and suggestions on an appropriate instrument to collect authentic data (e.g. an observation sheet, anecdotal records, checklists, and interview). The instrument will be finalized during this session.

Weeks 6–7: Conducting action research and applying interventions and research instruments

Objectives

- To discuss using the research instrument to collect the data
- To start the cyclic process of action research

Student Teachers will start the first cycle of their action research in the field. They will work according to the plan they devised with their supervisor.

Weeks 8-9: Analyzing collected data

Objectives

- To present collected data to supervisors
- To code items for data analysis

Student Teachers will present their collected data to their supervisors, who will provide feedback. Supervisors will also guide Student Teachers on coding items for data analysis and checking the reliability and validity of data obtained from a given item. Student Teachers will analyze the collected data per instructions from their supervisor.

Weeks 10–11: Revising strategies and drawing conclusions

Objectives

- To draw a conclusion
- To revise strategy
- To share findings with supervisors

After identifying themes, Student Teachers will draw the conclusion and elucidate findings accordingly. On the basis of findings, they will revise their implementation plan and strategy for the second cycle.

Weeks 12–13: Implementing the revised strategy

Objective

To implement the revised strategy in the second cycle.

Engage Student Teachers in the second cycle of action research.

Weeks 14–15: Writing the research report

Objective

To discuss writing the project report.

Supervisors and Student Teachers will discuss writing the research report (dissertation). Student Teachers will then have two weeks to write the report per the supervisor's instruction.

Week 16: Seminar presentation

Objective

To disseminate the action research project.

Student Teachers will present their action research projects.

Annexure 2

Rubrics for evaluating action research projects

	Below average	Average	Above average
Introduction	<p>The introduction does not engage the reader.</p> <p>The introduction does not establish the context and/or purpose of the study.</p>	<p>The introduction does not engage the reader.</p> <p>The introduction establishes the context and/or purpose of the study, but it is not clearly written.</p>	<p>The introduction engages the reader.</p> <p>The introduction establishes the context and/or purpose of the study and is clearly written.</p>
Research question	The proposed research question is difficult to investigate.	The proposed research question can be investigated.	The proposed research question provides clear direction for investigation.
Literature review	The literature review is unclear and unrelated to the research question.	The literature review is clear and addresses the research question.	<p>The literature review is very clear and addresses the research question.</p> <p>The literature review includes primary sources.</p>
Description of intervention/action (methodology)	The planned intervention is not appropriate.	The planned intervention is somewhat appropriate, but not effective.	The planned intervention is appropriate and effective.
Results	The results are not clearly stated.	The results are stated but not organized or systematically presented.	The results are well written and systematically and clearly presented.
Implications	The implications are not justified.	The implications are realistic.	The implications are very realistic and cover a wide range of potentialities.
References (APA style)	The references are not well written.	The references use mostly APA style.	<p>The reference use APA style.</p> <p>APA style is used consistently throughout.</p>
Grammar/language	Language mistakes are frequent.	Language use is average throughout the draft.	Language is error free with respect to grammar and sentence structure.



RESEARCH ETHICS

Ethical Review Form

This form is designed to facilitate students, of MPhil & Ph.D., at the Iqra University in carrying out ethical standards in accomplishing high quality research. The aim is to maintain the safety and rights of a research participant and to promote ethically sound research. Since new forms and situation of research emerge rapidly, this form should be seen as a living document. The form is developed on the basis of six generic principles of social science research that student researchers need to consider in designing, conducting and reporting their research.

1. Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency.
2. Research participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved.
3. The confidentiality of information supplied by research participants and their anonymity must be respected.
4. Research participants must take part voluntarily, free from any pressure - dignity and autonomy of research participants is protected and respected at all times.
5. Any risk to research participants must be avoided in all instances.
6. The independence of research must be clear, and any conflicts of interest or partiality must be explicit.

Before completing this form, please refer to the University Code on Ethical Standards for Research Involving Human Participants [In Process]. Where the researcher is a student, the supervisor, is responsible for exercising appropriate professional judgement in this review.

The student researcher must complete this form, submit it to the IU research unit, and receive the departmental approval prior to proceed with the research related field work.

1. Research Project Information

Research Project Title:	Graduate Level
Name of the Student Researcher	Student Researcher ID
Student Researcher email address	Name of supervisor(s)
Supervisor's designation	Supervisor's email address

2. Research Aim and Methods

Please state the aim or purpose of the project (in brief) and outline the research design or nature of the project (including information about research methods, tools for data collection, phases of data collection, etc. – maximum 250 words).

3. Details about Sampling and Sample

Who are the intended research participants/sample? Where will the research participants/sample be selected from and how –maximum 250 words?



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	EDU 104
Course Title	Introduction to STEM
Credit Hours	03
Prerequisite	none
Program	B.Ed

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

The *Introduction to STEM* course provides student-teachers with a foundational understanding of STEM (Science, Technology, Engineering, and Mathematics) education. It explores the interdisciplinary nature of STEM, its pedagogical implications, and its significance in promoting innovation, problem-solving, and 21st-century skills. The course introduces student-teachers to integrated STEM teaching approaches, curriculum design, project-based learning (PBL), and real-world applications in school contexts. Emphasis is placed on equipping future educators with the skills, knowledge, and attitudes needed to foster inquiry, creativity, collaboration, and technological proficiency in learners through STEM education.

5. Course Objectives

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

- Understand the core principles and goals of STEM education in global and Pakistani contexts.
- Explore interdisciplinary and integrative approaches in STEM teaching and learning.
- Identify pedagogical strategies suitable for delivering effective STEM lessons.
- Develop and evaluate STEM-based lesson plans and classroom activities.
- Utilize digital tools and technologies to enhance STEM instruction.
- Promote critical thinking, creativity, and collaboration through STEM learning environments.
- Reflect on the role of STEM education in addressing local and global challenges.

6. Course Learning Outcomes (CLO)

Knowledge

- **CLO 1.1:** Describe the key concepts, components, and importance of STEM education.
- **CLO 1.2:** Explain interdisciplinary connections between Science, Technology, Engineering, and Mathematics.

Skills

- **CLO 2.1:** Apply integrated teaching strategies and project-based learning approaches in STEM lesson planning.
- **CLO 2.2:** Use digital and technological tools effectively to design and implement STEM learning experiences.

Critical Thinking & Innovation

- **CLO 3.1:** Demonstrate problem-solving and critical inquiry by designing innovative STEM classroom activities.
- **CLO 3.2:** Evaluate and reflect on STEM learning experiences for continuous improvement.

Values and Professionalism

- **CLO 4.1:** Promote equity, inclusion, and ethics in STEM education practices.
- **CLO 4.2:** Demonstrate responsibility in facilitating inquiry-based and student-centered STEM instruction.

Collaboration and Community Engagement

- **CLO 5:** Collaborate effectively in designing interdisciplinary STEM projects and communicate ideas clearly.

7. Teaching and Assessment			
Code	CLO Identify and explain basic concepts of Child Development	Teaching Strategies	Course Assessment Methods
1	Knowledge		
	CLO 1.1 & CLO 1.2	Lecture Reading Group activities	Quizzes, Class discussion
2	Skills		
	CLO 2.1 & CLO 2.2	Lecture Reading Group Project	Group Project presentations Examination
3	Critical Thinking and Decision Making		
	CLO 3.1 & CLO 3.2	Lecture Readings Case Studies as group task/discussion	Reflection Examination Assignment
4	Values and Professionalism		
	CLO 4.1 & CLO 4.2	Group Project	Group Project presentations
5	Collaboration and Community Engagement		
	CLO 5	Lecture Reading tasks Group Discussion/activities	Quizzes Class discussion Reflection

8. Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1.1 & CLO 1.2	PLO 2, 5, 6 & 9
2	CLO 2.1 & CLO 2.2	PLO 1, 5, 6, 8 & 10
3	CLO 3.1 & CLO 3.2	PLO 2, 3, 4, 7 & 9
4	CLO 4.1 & CLO 4.2	PLO 6, 7, 9 & 10
5	CLO 5	PLO 4 & 8

9. Course Contents	
Session	Topic
1	Introduction to STEM Education: Definition, Scope, and Importance Class discussion, diagnostic quiz
2	Historical and Global Perspectives on STEM

	Group reflection on international case studies
3	STEM in the Pakistani Context: Curriculum and Policy Dimensions Article review and response
4	Interdisciplinary Nature of STEM: Integration vs. Isolation Concept mapping activity
5	Pedagogical Approaches in STEM: Inquiry-Based, Problem-Based, and Project-Based Learning Sample lesson design
6	Designing Integrated STEM Lesson Plans Workshop: Collaborative lesson planning
7	Technology in STEM: Digital Tools and Educational Technologies Digital tool demos, ICT integration exercise
8	Midterm
9	Engineering Design Process in Classrooms Simulation task or design challenge
10	Assessment in STEM Education: Formative, Performance-Based, and Alternative Assessments Rubric creation and peer feedback
11	Gender Equity and Inclusion in STEM Debate or reflective journal
12	Implementing STEM in Low-Resource and Diverse Classrooms Strategy development task
13	Real-World Applications: STEM for Sustainable Development and Local Problems Mini-project proposal
14	Presentation of STEM Mini-Projects Group project presentations
15	Reflection and Course Wrap-up: Lessons Learned, Professional Growth in STEM Education Final reflective report / peer evaluation
16	Final Examination

10. Schedule of Assessment Tasks for Students During the Semester			
S. No.	Course Assessment Method	Week Due	Percent of Total Assessment
1	Quizzes	2, 5.6	10%

2	Midterm Examination	8	25%
3	Group Project Presentations	10, 11	15%
5	Assignment	5	10%
6	Final Examination	16	40%

11. Grading Policy	
'A' Grade	88 and above
'B+' Grade	81-87
'B' Grade	74-80
'C+' Grade	67-73
'C' Grade	60-66
'F' Grade	Below 60

13. Text Book(s)
<ul style="list-style-type: none"> ● Bybee, R. W. (2013). <i>The case for STEM education: Challenges and opportunities</i>. NSTA Press ● Sanders, M. E., & Wells, J. G. (2021). <i>STEM education: Fundamentals and frontiers</i>. CreateSpace Independent Publishing. ● Johnson, C. C., Peters-Burton, E. E., & Moore, T. J. (2016). <i>STEM road map: A framework for integrated STEM education</i>. Routledge. ● Capraro, R. M., Capraro, M. M., & Morgan, J. R. (2013). <i>STEM project-based learning: An integrated science, technology, engineering, and mathematics (STEM) approach</i>. Sense Publishers. ● Honey, M., Pearson, G., & Schweingruber, H. (Eds.). (2014). <i>STEM integration in K-12 education: Status, prospects, and an agenda for research</i>. National Academies Press. https://doi.org/10.17226/18612 ● Holmlund, T., Lesseig, K., & Slavits, D. (Eds.). (2021). <i>Transforming teacher education through the integration of STEM content and pedagogy</i>. IGI Global. ● Kelley, T. R., & Knowles, J. G. (2016). A conceptual framework for integrated STEM education. <i>International Journal of STEM Education</i>, 3(11). https://doi.org/10.1186/s40594-016-0046-z ● Vasquez, J. A., Comer, M., & Sneider, C. (2013). <i>STEM lesson essentials, grades 3–8: Integrating science, technology, engineering, and mathematics</i>. Heinemann. ● Williams, P. J. (2011). <i>Technology education for teachers</i>. Sense Publishers. ● Lederman, N. G., & Abell, S. K. (Eds.). (2014). <i>Handbook of research on science education: Volume II</i>. Routledge.

14. Reference Books & Learning Material
<ul style="list-style-type: none"> ● STEM.org – Resources, certification, and lesson plans for educators. □ https://www.stem.org.uk/ ● NASA for Educators – Free STEM teaching materials and project-based resources. □ https://www.nasa.gov/education/for-educators

- **TeachEngineering.org** – Free K–12 STEM curricular materials aligned to standards.
□ <https://www.teachengineering.org/>
- **National Science Teaching Association (NSTA)** – STEM lesson plans, articles, and PD.
□ <https://www.nsta.org/>
- **Code.org** – Promotes computer science and coding in STEM education.
□ <https://code.org/>
- **Exploratorium** – Hands-on STEM activities and teacher resources.
□ <https://www.exploratorium.edu/education>
- **Coursera – STEM Education Courses**
Online courses on teaching STEM effectively.
□ <https://www.coursera.org/courses?query=stem%20education>
- **Edutopia – STEM Education**
Research-based articles and classroom strategies for STEM integration.
□ <https://www.edutopia.org/topic/stem>
- **MIT Blossoms** – STEM video lessons and teacher guides.
□ <https://blossoms.mit.edu/>
- **Khan Academy – STEM Learning**
Free interactive lessons on math, science, and computer programming.
□ <https://www.khanacademy.org/>

15. Library Resources

You may find more books on the above topics in the library. Please contact to the library incharge or consult your teacher to suggest you books from the library.

16. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Teaching Practice I
Credit Hours	02
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling prospective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

This course is designed to provide **pre-service teachers** with hands-on teaching experience in real classroom settings. Students will observe 10 lessons and plan, deliver, and reflect on **15 supervised lessons**, where they receive constructive feedback from peers and faculty. The course emphasizes **lesson planning, classroom management, teaching strategies, and self-reflection** to prepare students for professional teaching careers.

5. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Interact with the students to gain insights on their learning expectations
- Communicate with teacher in charge about school norms, timetabling and curriculum
- Nurture relationship with school leader and other staff members
- Attend parental teacher meeting, if option available, and converse with parents to understand their challenges

6. Course Learning Outcomes (CLOs)

CLO (1) reflect on and learn from teaching practice

CLO (2) collaborate with peers, the Cooperating Teacher, and College/University practicum Supervisor, establishing professional relationships

CLO (3) invite, accept, and utilize feedback from the Cooperating Teacher, peers, and the College/University Supervisor in a non-defensive manner

CLO(4) produce and implement plans for teaching and learning that reflect the use of appropriate instructional methods and strategies that meet the needs of all children within the context of the practicum classroom

CLO(5) utilize appropriate instruments or techniques for assessing children's learning and their learning needs

CLO(6) Interact with parents and other community members to get better understanding about Teaching learning processes.

7. Teaching Strategies

Practice-based learning with real classroom teaching

Peer and mentor observations with guided feedback

Reflective teaching through self-evaluation journals

Video analysis of selected lessons for improvement

Workshops on classroom challenges and solutions

8. Course Assessment		
Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	10
Micro Teaching	2	20
Lesson Planning & Delivery	85	30
Lesson Observation	15	10
Attendance and Regularity		10
Record Keeping	Preparing one teaching practicum folder	10
Total Marks		100

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is “C” (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course
	3	Teaching Objectives
	3	Classroom Observation
	3	Classroom Observation/ Learning From School Environment

	3	Lesson Plan Development
	3	Lesson Plan Presentation
	3	School Observation/ Learning From School Environment
	3	Mid Term(Submission of Mid- Term Portfolio)
	3	School Observation/Reflection
	3	Reflection
	3	Lesson Plan Delivery
	3	Microteaching (I)
	3	School / Assessment Observation/ Learning From School Environment
	3	Reflection
	3	FINAL LESSON/ Closing Seminar
23 rd June	3	Submission of Hard Copy (Final Exams)

Tentative School Day scheduled for Prospective Teachers is Wednesday

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

10.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.

- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (02) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
- They will submit a report analyzing the school culture, teaching strategies, and management techniques.

They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques, and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[15]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom's Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (10)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[01]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

11.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies
- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

12. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Teaching Practice II
Credit Hours	03
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.

4. Course Description

This course is designed to provide pre-service teachers with hands-on teaching experience in real classroom settings. Students will observe 5 lessons and plan, deliver, and reflect on 24 independent and supervised lessons, culminating in a final lesson and a criticism lesson where they receive constructive feedback from peers and faculty. The course emphasizes lesson planning, classroom management, teaching strategies, and self-reflection to prepare students for professional teaching careers.

5. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Create lesson plans that incorporate diverse instructional methods, address learning objectives, and cater to students' needs.
- Employ techniques to create a positive, organized, and productive classroom environment.
- Design and use formative and summative assessments to evaluate student learning and provide constructive feedback
- Reflect on teaching experiences with the lens of its examination and improvement

6. Course Learning Outcomes (CLOs)

CLO (1)Analyze existing teaching practices through systematic classroom observations and demonstrate an understanding of the school teaching context.

CLO (2)Develop effective lesson plans that integrate diverse instructional strategies, align with learning objectives, and address the varying needs of students.

CLO(3)Implement classroom management techniques to establish a structured, engaging, and supportive learning environment.

CLO(4)Design and apply formative and summative assessment strategies to measure student learning and provide meaningful feedback for improvement.

CLO (5)Critically reflect on their teaching experiences to identify areas for enhancement and apply strategies for continuous professional growth.

Teaching learning processes.

CLO(6)Adapt teaching strategies based on student responses, classroom dynamics, and assessment data to enhance instructional effectiveness.

7. Teaching Strategies

Practice-based learning with real classroom teaching
 Peer and mentor observations with guided feedback
 Reflective teaching through self-evaluation journals
 Video analysis of selected lessons for improvement
 Workshops on classroom challenges and solutions

8. Course Assessment		
Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	05
Micro Teaching	1	10
Lesson Planning & Delivery	20	40
Lesson Observation	05	05
Final Lessons	02	20
Attendance and Regularity		05
Record Keeping	Preparing one teaching practicum folder	05
Total Marks		100

Note : Total Marks adjusted to 200

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is “C” (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

Tentative School Day scheduled for Prospective Teachers is Wednesday

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course
	3	5 E Model
	3	School Observation
	3	Lesson Plan Delivery
	3	Ibl Lesson Plan And Its Presentation
	3	Final Lesson 1
	3	Lesson Plan Delivery
	3	Mid Term (Submission of Mid-term Portfolio)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Lessond Delivery
	3	Microteaching (I)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Final Lesson 2/ Closing Seminar
23 rd June	3	Submission Of Hard Copy (Final Exams)

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

11.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.
- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (01) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
- They will submit a report analyzing the school culture, teaching strategies, and management techniques.

They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques, and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[20]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom’s Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (05)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[02]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

12.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies

- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

13. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.



Department of Education

Course Outline

1. Course Code and General Information	
Course Code	
Course Title	Teaching Practice IV (Independent Teaching)
Credit Hours	06
Program	BS - Education

2. Instructor and contact information	
Faculty Name	
Contact Number	
Email Address	
Office Number	
Office Hours	

3. Program Learning Outcomes (PLOs)	
<ul style="list-style-type: none">• PLO 1: Enhance the quality of education in schools by offering quality teaching and associated professional tasks.• PLO 2: Integrate theoretical ideas and practical activities/experiences in reflective and innovative manners.• PLO 3: Acknowledge each child's full potential, including those with learning needs and nurture their well being.• PLO 4: Examine and resolve their students' needs and problems in a secure environment by working together with schools and the community.• PLO 5: Develop in-depth knowledge of the discipline, pedagogy and alternative assessment methods.• PLO 6: Develop competencies and confidence about their role as teachers, recognizing and understanding that teaching is a professional, thoughtful, and intellectual endeavor.• PLO 7: Build capacity to conduct and use research in practice and address challenges in their professional contexts appropriately.• PLO 8: Develop effective communication skills including language and ICT competencies.• PLO 9: Promote critical inquiry skills, enabling perspective teachers to be intellectually curious, innovative, creative, and receptive to alternate ideas and emerging trends in education• PLO 10: Pursue lifelong learning skills and behaviors to improve learning standards and teaching practices.• PLO 11: Examine national and global standards of teaching practices and upgrade their practices accordingly.	

4. Course Description

This course is designed to provide pre-service teachers with hands-on teaching experience in real classroom settings. Students will observe 5 lessons and plan, deliver, and reflect on 24 independent and supervised lessons, culminating in a final lesson and a criticism lesson where they receive constructive feedback from peers and faculty. The course emphasizes lesson planning, classroom management, teaching strategies, and self-reflection to prepare students for professional teaching careers.

5. Course Objectives

The objectives of this course include:

- Conduct observation of existing practices in schools and get familiarize with the teaching context
- Create lesson plans that incorporate diverse instructional methods, address learning objectives, and cater to students' needs.
- Employ techniques to create a positive, organized, and productive classroom environment.
- Design and use formative and summative assessments to evaluate student learning and provide constructive feedback
- Reflect on teaching experiences with the lens of its examination and improvement

6. Course Learning Outcomes (CLOs)

CLO (1)Analyze existing teaching practices through systematic classroom observations and demonstrate an understanding of the school teaching context.

CLO (2)Develop effective lesson plans that integrate diverse instructional strategies, align with learning objectives, and address the varying needs of students.

CLO(3)Implement classroom management techniques to establish a structured, engaging, and supportive learning environment.

CLO(4)Design and apply formative and summative assessment strategies to measure student learning and provide meaningful feedback for improvement.

CLO (5)Critically reflect on their teaching experiences to identify areas for enhancement and apply strategies for continuous professional growth.

Teaching learning processes.

CLO(6)Adapt teaching strategies based on student responses, classroom dynamics, and assessment data to enhance instructional effectiveness.

7. Teaching Strategies

Practice-based learning with real classroom teaching
 Peer and mentor observations with guided feedback
 Reflective teaching through self-evaluation journals
 Video analysis of selected lessons for improvement
 Workshops on classroom challenges and solutions

8. Course Assessment		
Marks Head	Frequency	Total Marks
Reflection and Seminar	5	10
Learning from School Environment	5	05
Micro Teaching	1	10
Lesson Planning & Delivery	20	40
Lesson Observation	05	05
Final Lessons	02	20
Attendance and Regularity		05
Record Keeping	Preparing one teaching practicum folder	05
Total Marks		100

Note : Total Marks adjusted to 200

The minimum requirements of successful completion of this course set within the framework of the Higher Education Commission are as follows:

Passing grade is “C” (C plain - acquiring a minimum cumulative grade point average (CGPA) of 2.50

Tentative School Day scheduled for Prospective Teachers is Wednesday

9.Course Schedule		
Date	Duration (hours)	Topics Covered
	3	Introduction of the Course
	3	5 E Model
	3	School Observation
	3	Lesson Plan Delivery
	3	Ibl Lesson Plan And Its Presentation
	3	Final Lesson 1
	3	Lesson Plan Delivery
	3	Mid Term (Submission of Mid-term Portfolio)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Lesson Delivery
	3	Microteaching (I)
	3	Lesson Delivery
	3	Lesson Delivery
	3	Final Lesson 2/ Closing Seminar
23 rd June	3	Submission Of Hard Copy (Final Exams)

10.Alignment of Course Learning Outcomes with Program Learning Outcomes		
S No.	Course Learning Outcomes (CLO)	Program Learning Outcomes (PLO)
1	CLO 1	PLO 2
2	CLO 2	PLO 1
3	CLO 3	PLO 3
4	CLO 4	PLO 4&5
5	CLO 5	PLO 5
6	CLO 6	PLO 6

11.Details of Assessment Tasks for Students During the Semester

1. Reflection and Seminar (02) [5 approx]

- Students will participate in seminars discussing key concepts of science teaching.
- They will maintain a reflection journal, documenting their experiences, challenges, and learning from their teaching practice.
- Reflection should be based on classroom experiences, lesson observations, and personal growth.

2. Learning from School Environment (01) [5 approx]

- Students will observe and document the school environment, classroom dynamics, teacher-student interactions, and institutional practices.
- They will submit a report analyzing the school culture, teaching strategies, and management techniques.

They will be assessed on the basis of the observation checklist provided to them

3. Microteaching (10) [01]

- Each student will deliver a 10–15 minute microteaching session on a selected science topic.
- The session will be evaluated on clarity, student engagement, questioning techniques, and instructional strategies.

Rubric for Microteaching (10)

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Lesson Delivery	Confident, structured, logical, and engaging.	Mostly confident, some gaps in clarity.	Some hesitation, lacks coherence.	Unclear, disorganized, lacks engagement.
Engagement & Interaction	Actively involves students, uses effective questioning.	Engages students but relies on limited strategies.	Minimal student engagement, mostly teacher-centered.	No interaction, lacks student involvement.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Use of Teaching Aids	Effective use of visuals, models, or digital tools.	Uses teaching aids but not optimally.	Minimal use of resources.	No teaching aids used.
Time Management	Well-paced, uses allocated time effectively.	Some minor timing issues.	Sections rushed or extended beyond time.	Poor time management, lesson incomplete.

4. Lesson Planning & Delivery (02)[20]

- Students will prepare and deliver 15 science lessons, incorporating inquiry-based learning, experiments, and active learning strategies.
- Lesson plans should be structured using Bloom's Taxonomy, 5E Model, or other frameworks.

Students will be assessed on both planning and execution. Lesson Planning Checklist is enclosed in their Manuals

5. Lesson Observation (05)

Description:

- Students will observe 12 lessons conducted by peers or experienced teachers.
- They will document their observations, strengths, weaknesses, and suggestions for improvement in checklist and observations sheets provided to them

6. Final Lessons (10)[02]

- Each student will deliver a full-length, 30-40 minute science lesson in a real classroom setting.
- The final lesson will be evaluated on content mastery, instructional strategies, student engagement, and assessment techniques.

12.Reference Books & Learning Material

- Teaching Practicum & Portfolio Textbook Claremont Graduate University 3rd Edition – 2022
- A Guide to Teaching Practice by VN Bedekar Institute of Management Studies

- **Teaching practice: A handbook for student teachers** :Publisher: University of Malawi, Chancellor College

13. Code of Conduct

- Follow the University attendance policy.
- Observe the class schedule.
- Keep your cell phone off during the class.
- Submit assignments as per requirements.
- Maintain a disciplined, and respectful attitude towards the teacher and fellow students.
- Abstain from any form of plagiarism.

Bachelor of Education 4 Years – B.Ed (Hons)

Structure of the Program Total Credit Hours: 136 Total Courses: __48(including Capstone)____ Semesters: 8 Duration: 4 Years	Category: Courses (Credit Hours) General Education: 13 (32) Major courses: ____26_ (_74_) Allied/interdisciplinary courses: 4 (12) Internship/field experience: 4 (15) Capstone project: 1(3)____ Total: _____ (136)
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SCHEME OF STUDIES

S #	COURSE CODES	CLASS	COURSE TITLE	CREDIT HOURS	PRE-REQ	CO-REQ
SEMESTER 1						
1	HUM111	GEN ED	FUNCTIONAL ENGLISH	3+0	NA	NA
2	HMT221	GEN ED	ISLAMIC STUDIES	2+0	NA	NA
3	CSC102	GEN ED	INTRODUCTION TO MATHEMATICS	3+0	NA	NA
4	CSC108	GEN ED	APPLICATIONS OF ICT (THEORY)	2+0	NA	CSC108-L
	CSC108-L	GEN ED	APPLICATIONS OF ICT (LAB)	0+1	NA	NA
5	HMT231	GEN ED	PAKISTAN STUDIES	2+0	NA	NA
6	EDU301	MAJOR	<CORE COURSE> FOUNDATION OF EDUCATION	3+0	NA	NA
				15+1		
SEMESTER 2						
1	EDU103	MAJOR	<CORE COURSE> URDU (REGIONAL LANGUAGE)	3+0	NA	NA
2	EDU102	MAJOR	<CORE COURSE> CHILD DEVELOPMENT	3+0	NA	NA
3	CSC202	GEN ED	INTRODUCTION TO STATISTICS	3+0	CSC102	NA
4		GEN ED	NATURAL SCIENCE COURSE (THEORY)**	2+0	NA	NA
		GEN ED	NATURAL SCIENCE COURSE (LAB)**	0+1	NA	NA
5	HMT239	GEN ED	IDEOLOGY AND CONSTITUTION OF PAKISTAN	2+0	NA	NA
6	HUM121	GEN ED	ACADEMIC AND PROFESSIONAL WRITING	3+0	HUM111	NA
				16+1		

SEMESTER 3						
1	EDU 105	MAJOR	<CORE COURSE> GENERAL METHODS OF TEACHING	3+0	EDU301	NA
2	EDU 207	MAJOR	<CORE COURSE> TEACHING ENGLISH	3+0	NA	EDU105
3	EDU 113	MAJOR	<CORE COURSE> EDUCATIONAL PSYCHOLOGY	3+0	NA	NA
4	HUM237	GEN ED	CIVICS AND COMMUNITY ENGAGEMENT	2+0	NA	NA
5	EDU 200	MAJOR	<CORE COURSE> TEACHING READING AND WRITING	2+0	EDU 105	NA
6	EDU 104	MAJOR	<CORE COURSE> BASIC SCIENCE Replaced with INTRODUCTION TO STEM	3+0	CSC108	NA
				16+0	NA	NA
SEMESTER 4						
1	ENT241	GEN ED	INTRODUCTION TO ENTREPRENEURSHIP	2+0	BUS111 / BUS122	NA
2	EDU 205	MAJOR	<CORE COURSE> TEACHING PRACTICE I (OBSERVATION)	2+0		
3	HUM241	GEN ED	SOCIAL SCIENCE COURSE**	2+0	NA	NA
4		GEN ED	ARTS AND HUMANITIES COURSE**	2+0	NA	NA
5		ALLIED	ALLIED / INTERDISCIPLINARY**	3+0	NA	NA
6		ALLIED	ALLIED / INTERDISCIPLINARY*	3+0	NA	NA
7	EDU315	MAJOR	COMPARATIVE EDUCATION	2+0	EDU 301	NA
				16+0		
SEMESTER 5						
1	EDU 204 EDU 204 L	MAJOR	<CORE COURSE> ICT IN EDUCATION	2+0 0+1	NA	NA
2	EDU 311	MAJOR	CORE COURSE TEACHING URDU	3+0	EDU105	NA
3	EDU 203	MAJOR	<CORE COURSE>TEACHING SCIENCE	3+0	EDU 105	NA
4	EDU 108	MAJOR	<CORE COURSE>CLASSROOM MANAGEMENT	3+0	EDU 113	NA
5		ALLIED	ALLIED / INTERDISCIPLINARY**	3+0	NA	NA
6		ALLIED	ALLIED / INTERDISCIPLINARY**	3+0	NA	NA
				17+1	NA	NA

SEMESTER 6						
1	EDU 208	MAJOR	<CORE COURSE> TEACHING MATHEMATICS	3+0	NA	NA
2	EDU 206	MAJOR	<CORE COURSE>CLASSROOM ASSESSMENT	3+0	EDU108	NA
3	EDU 210	MAJOR	<CORE COURSE>TEACHING SOCIAL STUDIES	3+0	EDU 105	NA
4	EDU 310	MAJOR	<CORE COURSE>CURRICULUM DEVELOPMENT	3+0	NA	NA
5	EDU 211	MAJOR	<CORE COURSE>TEACHING PRACTICE 11	3+0	EDU 205	NA
6	EDU 419	MAJOR	<CORE COURSE>TEST DEVELOPMENT	3+0	NA	NA
				18+0		
SEMESTER 7						
1	EDU 416	MAJOR	RESEARCH METHODS IN EDUCATION I / <CORE COURSE>	3+0	NA	NA
2	EDU 231	MAJOR	<CORE COURSE>COMMUNICATION SKILLS	3+0	NA	NA
3	EDU	MAJOR	<CORE COURSE>PEDAGOGY FROM SELECTED DIS I	3+0	NA	NA
4	EDU	MAJOR	<CORE COURSE>PEDAGOGY FROM DIS 2	3+0	NA	NA
5	EDU 312	MAJOR	<CORE COURSE> CONTEMPORARY ISSUES & TRENDS	2+0	NA	NA
6	EDU 417	INTERNSHIP	TEACHING PRACTICE 3	3+0	EDU 211	NA
				17+0		
3SEMESTER 8						
1	EDU 421	MAJOR	RESEARCH PROJECT-II CAPSTONE	3+0	NA	NA
2	EDU 420	MAJOR	<CORE COURSE>TEACHING PRACTICE (INDEPENDENT) 4	6+0	EDU 417	NA
3	EDU 322	MAJOR	<CORE COURSE>GUIDANCE & COUNSELLING	3+0	NA	NA
4	EDU 209	MAJOR	<CORE COURSE>SCHOOL COMMUNITY & TEACHER	3+0	NA	NA
5	EDU 318	MAJOR	<CORE COURSE>SCHOOL MANAGEMENT	3+0	NA	NA
				18+0		
TOTAL CREDIT HOURS				136		

****Campus will decide to offer a course.**

LIST CONTENT ELECTIVE II

EDU 413	CONTENT ELECTIVE II (SCIENCE)
EDU 414	CONTENT ELECTIVE II (URDU)
EDU 415	CONTENT ELECTIVE II (MATHEMATICS)

LIST OF PEDAGOGY

EDU 416	PEDAGOGY II (SCIENCE)
EDU 417	PEDAGOGY II (URDU)
EDU 418	PEDAGOGY II (MATHEMATICS)