

CURRICULUM OF
Associate Degree in Education



DEPARTMENT OF EDUCATION
GOVERNMENT COLLEGE UNIVERSITY
FAISALABAD
2025

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Scheme of Studies Associate Degree in Education w.e.f. Fall - 2025

Semester 1				
Course Code	Course Title		Nature	Credit Hrs
ENG-321	Functional English	Compulsory	General	3(3-0)
ISL-321	Islamic Studies / Ethics (for non-Muslims only)	Compulsory	General	2(2-0)
EDU-305	Child development	Foundation	Major	3(3-0)
URD-321	Urdu	Content	Interdisciplinary	3(3-0)
WSC-321	What is Science?	Content	General	3(3-0)
EDU-311	General methods of teaching	Foundation	Major	3(3-0)
THQ-311	Translation of the Holy Quran-1	Compulsory		
				CH: 17
Semester 2				
ENG-322	Expository writing	Compulsory	General	3(3-0)
ICT-321	Applications of information & communication technologies	Compulsory	General	3(2-1)
EDU-306	Philosophy of Education	Foundation	Major	3(3-0)
QTR-421	Quantitative reasoning I	Compulsory	General	3(3-0)
ICP-321	Ideology and constitution of Pakistan	Compulsory	General	2(2-0)
EDU-312	Methods of teaching Islamic Studies	Professional	Major	3(3-0)
				CH:17
Semester 3				
QTR-422	Quantitative reasoning II	Compulsory	General	3(3-0)
EDU-403	Teaching literacy skills	Professional	Major	3(3-0)
IAD-447	Drawing I (Arts & Humanities)	Content	General	2(0-2)
EDU-407	Teaching of Urdu/Regional Languages	Professional	Major	3(3-0)
CCE-421	Civic and community engagement	Compulsory	General	2(2-0)
EDU-409	Teaching practice I (Internal)	Teaching Practice	Major	3(0-3)
THQ-411	Translation of the Holy Quran-II	Compulsory		
				CH:16
Semester 4				
EDU-402	Classroom assessment	Foundation	Major	3(3-0)
EDU-404	Teaching of English	Professional	Major	3(3-0)
PST-321	Pakistan Studies	Compulsory	General	2(2-0)
ENT-422	Entrepreneurship	Compulsory	General	2(2-0)
INM-303	Introduction to Information Management (Social Sciences)	Content	General	2(2-0)
EDU-410	Teaching Practice (Primary)	Teaching Practice	Field Experience	3(0-3)
				CH:15
Total Credit Hours				CH: 65

ENG-321	Functional English	3(3-0)
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FUNCTIONAL ENGLISH

UGE Policy V 1.1 : General Education Course

Credits:	03
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 3 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.


COURSE LEARNING OUTCOMES

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

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

SYLLABUS

- 1. Foundations of Functional English:**
 - Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
 - Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
 - Word formation (affixation, compounding, clipping, back formation, etc.)
 - Sentence structure (simple, compound, complex and compound-complex)
 - Sound production and pronunciation
- 2. Comprehension and Analysis:**
 - Understanding purpose, audience and context
 - Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
 - Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
 - Active listening (overcoming listening barriers, focused listening, etc.)
- 3. Effective Communication:**
 - Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
 - Structuring documents (introduction, body, conclusion and formatting)

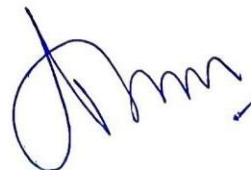
- Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
- Public speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

PRACTICAL REQUIREMENT

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. "The Blue Book of Grammar and Punctuation" by Jane Straus.
4. "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan Waters.
5. "Cambridge English for Job-hunting" by Colm Downes.
6. "Practical English Usage" by Michael Swan.
7. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
8. "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
9. "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
10. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.



ISL-321	Islamic Studies / Ethics (for non-Muslims only)	2(2-0)
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ISLAMIC STUDIES

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue.

COURSE LEARNING OUTCOMES

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

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles.
2. Describe basic sources of Islamic law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

SYLLABUS

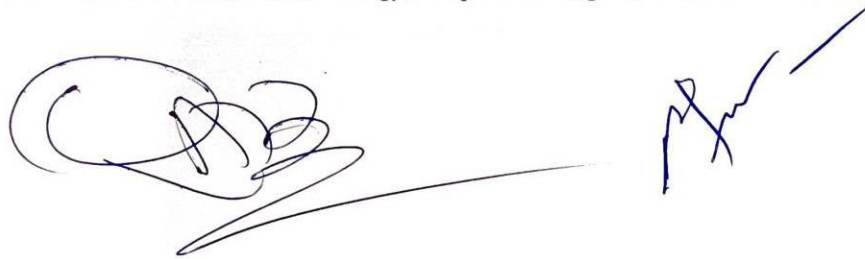
1. **Introduction to Islam:**
 - Definition of Islam and its core beliefs.
 - The Holy Quran (introduction, revelation and compilation).
 - Hadith and Sunnah (compilation, classification, and significance).
 - Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
2. **Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana:**
 - Life and legacy of the Holy Prophet PBUH.
 - Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
3. **Islamic History and Civilization:**
 - World before Islam.
 - The Rashidun Caliphate and expansion of Islamic rule.
 - Contribution of Muslim scientists and philosophers in shaping world civilization.
4. **Islamic Jurisprudence (Fiqh):**
 - Fundamental sources of Islamic jurisprudence.
 - Pillars of Islam and their significance.
 - Major schools of Islamic jurisprudence.
 - Significance and principles of Ijtihad.
5. **Family and Society in Islam:**
 - Status and rights of women in Islamic teachings.
 - Marriage, family, and gender roles in Muslim society.
 - Family structure and values in Muslim society.
6. **Islam and the Modern World:**
 - Relevance of Islam in the modern world (globalization, challenges and prospects).

- Islamophobia, interfaith dialogue, and multiculturalism.
- Islamic viewpoint towards socio-cultural and technological changes.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami.
2. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
3. "Towards Understanding Islam" by Abul A' la Mawdudi.
4. "Islami Nazria e Hayat" by Khurshid Ahmad.
5. "An Introduction to Islamic Theology" by John Renard.
6. "Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
7. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
8. "Islam: Its Meaning and Message" by Khurshid Ahmad.

Note: This course is compulsory for Muslim and optional for non-Muslim undergraduate students. Non-Muslim students can opt for any course of at least the same or more credits in subjects such as religious studies, ethics, theology, comparative religion, Christian ethics, etc.

Two handwritten signatures in blue ink. The signature on the left is a large, circular, scribbled mark. The signature on the right is a more linear, stylized mark with a long horizontal stroke extending to the right.

EDU- 305	Child development	3(3-0)
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Course description

This course is intended to orient learning about the process and mechanism of children development with reference to language, cognition, emotional, social, physical, and characteristics of these aspects. Students will also be exposed to different theoretical basis for such development and how to manage learning for children at different levels of development. Student will be provided with real experiences to study/observe children at different levels of development in order to enhance their understanding. The course will be delivered in a manner to develop knowledge, skills and attitudes of prospective teachers so as to create conducive environment for children. The student-teacher will be assessed in terms of application of knowledge in making teaching learning process suitable in meeting the needs of children.

Learning Outcomes

After studying the course the students will be able to:

- describe the theoretical basis of child development and their application to educational setting
- explain basic concepts in child growth, development.
- differentiate between various aspects of child development;
- demonstrate an understanding of Individual differences of students and children with special needs.
- Practice appropriate teaching methods for students.

Course outline

Unit 1 Introduction to Growth and Development

- 1.1. Overview of Growth and Development
- 1.2. Nature and Nurture controversy
- 1.3. General Principles of Child Development
- 1.4. Factors influencing Child Development

Unit 2 Physical Development

- 2.1. The ABCs of Genetics
- 2.2. Life before birth
- 2.3. Physical Development in childhood
- 2.4. Physical Characteristics of Learners and appropriate physical
- 2.5. Activities in schools at the following levels
- 2.6. Preschool and Kindergarten
- 2.7. Elementary Level

Unit 3 Intellectual Development

- 3.1. Definition of intelligence
- 3.2. Measurement of intelligence
- 3.3. Intellectual Development from Infancy to Adolescence
- 3.4. Intellectual Characteristics of Learners and organization of relevant activities in the classroom at the following levels.
- 3.5. Preschool and Kindergarten

3.6. Elementary Level

Unit 4 Social Development

- 4.1. Social Development from Infancy to Adolescence
- 4.2. Social Characteristics of Learners and provision of suitable
- 4.3. activities at the following level.
- 4.4. Preschool and Kindergarten
- 4.5. Elementary Level

Unit 5 Emotional Development

- 5.1. Emotional Development from Infancy to Adolescence
- 5.2. Emotional Characteristics of Learners of and provision of relevant activities at the following level
- 5.3. Preschool and Kindergarten
- 5.4. Elementary Level

Unit 6 Moral Development

- 6.1. Morality as rooted in child nature
- 6.2. Morality as the Adoption of social norms
- 6.3. Moral development from Infancy to adolescence and moral characteristics of learners and provision of suitable activities to inculcate moral values at the following levels
- 6.4. Preschool and Kindergarten
- 6.5. Elementary Level

Unit 7 Language Development

- 7.1. What is Language development
- 7.2. Components of Language
- 7.3. Environmental Influences on Language
- 7.4. The Sequence of Language Development at different stages
- 7.5. Preschool and Kindergarten
- 7.6. Elementary Level

Unit 8 Human Learning and Classroom Teaching

- 8.1. Definition of Learning
- 8.2. Factors Affecting Learning
- 8.3. Laws of Learning
- 8.4. Learning and Maturation
- 8.5. Role of teacher in classroom learning

Unit 9 Individual Differences

- 9.1. Sources and Types of Individual Differences
- 9.2. Heredity and Environment.
- 9.3. Differences in Learning and Thinking Styles.
- 9.4. Effects of Individual Differences on Learning.
- 9.5. Strategies for dealing with individual differences.
- 9.6. Children with special needs.
- 9.7. Educational interventions for the special students.

Recommended Books

- Arif, H. A. (2003). *“Child Development and Learning”*. Lahore: Majeed Book Depot.
- Berk, L. E. (2006). *“Child Development”*. (7th Edition). Pearson Prentice Hall: Pearson Education, Inc.
- Cook, J., & Cook. (2010). *“The World of Children”* 2nd edition. Boston, M

A. Parson Education Inc.

Meggitt, C. (2006). "*Child Development An illustrated Guide*" (2nd edition). New York: The McGraw-Hill Companies, Inc.

Merman, A& Bronson, P. (2009). "*Nature Shock: New thinking about children*". New York: Hachette Book Group.

Santrock, J.W. (2001) "*Educational Psychology*". Boston: McGraw Hill.

Santrock, J.W. (2003). "*Child Development*", New York: McGraw Hill.

Vander Zanden, J. W. (1997) "*Child Development*". (6th Edition). New York: The McGraw-Hill Companies, Inc

کورس کوڈ: 321

اُردو زبان و ادب: تعارف و تفہیم

- 1- اردو زبان آغاز و ارتقاء
- 2- اُردو زبان: ابتداء سے حال تک
- 3- اُردو بطور قومی زبان۔ امکانات و مسائل
- 4- اصنافِ نثر: داستان، ناول، ڈرامہ، افسانہ، طنز و مزاح
- 5- اصنافِ نظم: نظم، غزل، نظم و غزل کا فرق
نظم کی اقسام بلحاظ موضوع و ہئیت
- 6- انشا پر دازی۔ ضرب الامثال۔ روزمرہ محاورہ۔ تشبیہ و استعارہ
- 7- متن برائے مطالعہ
- 8- سگ پرست کا قصہ (بارغ و بہار) میر امن
- 9- پاکستان بن گیا (آگن) ناول کا حصہ۔ خدیجہ مستور
- 10- روح ارضی آدم کا استقبال کرتی ہے (اقبال)۔ مسدس حالی کے پہلے آٹھ بند۔ توسیع شہر (مجید احمد)
- 11- حصہ غزل۔ 1 دیکھ تو دل کہ جاں سے اُٹتا ہے (میر تقی میر)
- 2- بازیچہ اطفال ہے دنیا میرے آگے (غالب)
- 3- یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب (صوفی تبسم)

مجوزہ کتب

- اصنافِ ادب: ڈاکٹر رفیع الدین ہاشمی
اصنافِ سخن اور شعری، سینتینیں: شمیم احمد
نگارستان: مصنف خان صاحب
کلیاتِ اقبال: علامہ محمد اقبال
ہماری داستانیں: سید وقار عظیم
داستانیں اور حیوانات: ڈاکٹر سعید احمد
اُردو ادب کی مختصر تاریخ: ڈاکٹر انور سدید

WSC-321	What is Science?	3(3-0)
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COURSE DESCRIPTION:

Science and Technology have completely transformed the way we live. The development we have seen in the past few decades is unprecedented but very few understand the principles through which the scientific progress is achieved. This course, especially designed for first year students introduces various fields of natural science, how scientists operate within these fields, what methods they deploy to make new discoveries, and how they communicate the advances in their fields to the world.

The course starts with an introduction to the development of the scientific approach. It discusses the modern use of the scientific method and the tools and resources that scientists deploy to ensure that they produce authentic and reliable bodies of knowledge. Students are then introduced to three main branches of science (Physics, Chemistry and Biology), their core underlying principles, major developments in these fields and their applications in modern life. Students will work on case studies and lab experiments to understand how scientists discover various workings of nature and the missteps that they can take while conducting any scientific inquiry. The final part of the course focusses on the skills to separate valid science from fringe science. Students are also exposed to the fundamentals of scientific communication and strategies to identify reliable bodies of knowledge.

COURSE OUTCOMES:

Through successful completion of this course, students will be able to:

1. Clearly articulate the development of scientific thought through various parts of human history and compare it to the modern scientific method.
2. Describe various branches of Science, their underlying core ideas, and compare their applications.
3. Using case studies and demonstrations, practice application of the Scientific Method in the natural sciences.
4. Determine whether a given claim or belief is scientifically valid or not and provide a clear rationale for doing so.

COURSE OUTLINE/WEEKLY BREAKDOWN

Module Name	Time (weeks)	Goal	Topics
Overview of Science and the Scientific Method	1	Introduce students to the course and develop a basic understanding of science and the scientific process.	<p>What is science? What qualifies as science? Why does it matter? Who practices it?</p> <p>Introduction to important terminology: Fact, hypothesis, theory, law</p>
Evolution of the Scientific Method across Civilizations	3	Expose students to the evolving understanding of science across time in different civilizations. This module emphasizes to students that modern science is a result of contributions of different people from different civilizations all over the world	<p>Prehistory, Mesopotamia & Egypt, Greeks, China, South Asia, Arab/Islamic, European</p> <p>Examples of scientific contributions from different regions are used to show different forms of reasoning that were used to determine the nature of reality and develop science as a process, e.g. inductive, deductive, abductive, hypothetico-deductive, falsification.</p>
The Modern Scientific Method	1	Establish what the current practice of science looks like. Discuss the role of science in today's society and understand limitations of the modern scientific method.	<p>What does modern science look like today?</p> <p>What are the advantages of using this method? What are the limitations?</p> <p>How did science become the dominant method of understanding the natural world?</p>
Introduction to Areas/Branches of Science	7	Develop student interest and passion for natural sciences. Help students in choice of major based on their interest in the different sciences. Provide an opportunity for students to practice the scientific method using various lab settings.	<p>1 week (Intro to areas/branches of science)</p> <p>2 weeks (Physics) = Major themes in Physics, Applications, Experiments</p> <p>2 weeks (Chemistry) = Major themes in Chemistry, Applications, Experiments</p> <p>2 weeks (Biology) = Major themes in Biology, Applications, Experiments</p> <p>For each of the branches:</p> <ul style="list-style-type: none"> Introduction to core ideas and important theories (e.g. Physics: Gravity, Chemistry: Atomic theory, Biology:

			<p>Evolution by Natural Selection).</p> <ul style="list-style-type: none"> • Introduction to possible majors: How do they relate to various professions/fields. • Practical applications of ideas from each field
How to spot FAKE SCIENCE!?	2	Equip students to identify flawed and fraudulent approaches to science, and what to avoid when doing scientific research.	<p>Practices leading to pseudoscience</p> <p>Case-studies from popular discourse (e.g. Cold Fusion, Telepathy, N-rays etc.)</p>
Scientific communication	1	Students learn how science is conducted and communicated in modern times, how to differentiate between good and poor-quality scientific research, and best practices for conducting scientific research	<p>Introduction to the Peer Review (advantages and misuse)</p> <p>Importance of controls and replication (link with the replication crisis in science)</p>

EDU-311	General Methods of Teaching	3(3-0)
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Learning Outcomes After completion of this course students will be able to: explain the basic concepts of teaching.

- demonstrate the essential attributes of the effective teacher.
- describe the importance and types of teacher planning...
- practice different teaching methods in classroom.
- organize classroom discussion and demonstrate its appropriate use. apply various techniques to motivate students.
- select appropriate audio visual aids in classroom teaching.
- prepare lesson plans.

Course outline:

Unit 1 Introduction

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

Unit 2 Lesson Planning in Teaching

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

Unit 3 Steps in Lesson Planning

- Introduction
- Presentation
- Generalization
- Application
- Recapitulation
- The Lesson Plan Format

Unit 4 Pedagogy by Level

- Pedagogy of early childhood education
- Pedagogy of elementary education

Unit 5 Inquiry Method

- The Inductive Method
- Deductive Method of inquiry
- Scientific Method
- The Problem Solving Approach
- Advantages and Limitations of Inquiry Method

Unit 6 Activity Methods & Cooperative learning

- Individual Project
- Group Project

- Research Projects
- Cooperative learning
- Techniques of cooperative learning
- Advantages and Limitations of activity and cooperative Method

Unit 7 Demonstration Method and discussion

- What is Classroom Discussion
- Planning the Discussion
- Organizing the Discussion
- Practicing in asking questions
- Practicing in answering the questions
- Assessing the discussion
- Advantages and Limitations of Discussion Method

Unit 8 Student Motivation

- Concept of Motivation
- Intrinsic Motivation
- Extrinsic Motivation
- Theories of Motivations
- Strategies to Motivate Students

Unit 9 Teaching Skills

- Set induction
- Presentation
- Identify learning difficulties of students
- Prepare lesson according to individual needs
- Students Evaluation

Unit 10 Teaching Tools

- Selecting the Audio Visual Material
- Planning To Use the Materials
- Preparing For the Audio Visual Activity
- Kinds of AV Materials White Board / Marker
- Charts, Posters, Maps, Graphs
- Models
- Text Books
- Hand Outs
- Projectors
- Multimedia

Recommended Books

Allen, Mendler, (2009). "Motivating Students Who Don't Care": Successful Techniques for Educators. Amazon.com
 Arends, R.I. (2007) "Learning to Teach" (7th Edition, McGraw Hill International Edition). Boston: McGraw Hill.
 Ellington, H et al. (2005) "Handbook of Educational Technology" (3rd Edition). London: Kogan Page Limited.

THQ-311	Translation of the Holy Quran-1	Non Credit
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List of Translations of the Holy Quran

مجوزہ اردو تراجم قرآن

نام ترجمہ	مترجم
موضح القرآن	شاہ عبدالقادر دہلوی
فتح القرآن	فتح محمد جالندہری
ترجمہ بیان القرآن	اشرف علی تھانوی
ترجمہ قرآن مجید	سید ابوالاعلیٰ مودودی
ترجمہ ضیاء القرآن	محمد کرم شاہ الازہری
ترجمہ قرآن	حافظ نذراجم
آسان ترجمہ القرآن	سید شمیم احمد
احسن البیان	مولانا محمد جو ناگوسھی
ترجمہ تبیان القرآن	غلام رسول سعیدی
آسان ترجمہ قرآن	محمد تقی عثمانی
کشف الرحمن	مولانا احمد سعید دہلوی
مصباح القرآن	ڈاکٹر عبد الرحمان طاہر
معانی القرآن	دارالسلام
عرفان القرآن	ڈاکٹر طاہر القادری
احکام القرآن	مولانا محمد بشیر فاروق قادری
مطالعہ قرآن کریم برائے طلبہ و طالبات	دی علم فاؤنڈیشن کراچی

Suggested English Translations of the Holy Quran

Name	Translator
<i>The Meaning of the Glorious Koran</i>	Muhammad Marmaduke Pickthall
<i>The Holy Quran</i>	Abdullah Yusuf Ali
<i>The Noble Qur'an</i>	Dr. Muhammad Taqiuddin Al Hilali & Dr. M Muhsin Khan
<i>The Noble Quran</i>	Mufti Muhammad Taqi Usmani
<i>Towards Understanding the Ever Glorious Quran</i>	Dr. Muhammad Mahmud Ghali
<i>The Study Quran</i>	Seyyed Hossein Nasr

ENG-322	Expository writing	3(3-0)
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EXPOSITORY WRITING

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Functional English
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 2 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

COURSE LEARNING OUTCOMES

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

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

SYLLABUS

1. **Introduction to Expository Writing:**
 - Understanding expository writing (definition, types, purpose and applications)
 - Characteristics of effective expository writing (clarity, coherence and organization)
 - Introduction to paragraph writing
2. **The Writing Process:**
 - Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
 - Drafting (three stage process of drafting techniques)
 - Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
 - Proof reading (fine-tuning of the draft)
 - Peer review and feedback (providing and receiving critique)
3. **Essay Organization and Structure:**
 - Introduction and hook (engaging readers and introducing the topic)
 - Thesis statement (crafting a clear and focused central idea)
 - Body Paragraphs (topic sentences, supporting evidence and transitional devices)
 - Conclusion (types of concluding paragraphs and leaving an impact)
 - Ensuring cohesion and coherence (creating seamless connections between paragraphs)
4. **Different Types of Expository Writing:**
 - Description

- Illustration
 - Classification
 - Cause and effect (exploring causal relationships and outcomes)
 - Process analysis (explaining step-by-step procedures)
 - Comparative analysis (analyzing similarities and differences)
5. **Writing for Specific Purposes and Audiences:**
- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
 - Writing for academic audiences (formality, objectivity, and academic conventions)
 - Writing for public audiences (engaging, informative and persuasive language)
 - Different tones and styles for specific purposes and audiences
6. **Ethical Considerations:**
- Ensuring original writing (finding credible sources, evaluating information etc.)
 - Proper citation and referencing (APA, MLA, or other citation styles)
 - Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
 - Avoiding plagiarism (ethical considerations and best practices)

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.




ICT-321	Applications of information & communication technologies	3(2-1)
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APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

UGE Policy V 1.1 : General Education Course

Credits: 03 (Class Credits: 02; Lab Credits: 01)
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

SYLLABUS

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social media applications (LinkedIn, Facebook, Instagram, etc.).
3. **ICT in Education:**
 - Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
 - Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.

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4. **ICT in Health and Well-being:**
 - Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).
 - Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).
5. **ICT in Personal Finance and Shopping:**
 - Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, ILINK and MNET, Keenu Wallet, etc.).
 - E-commerce platforms (Daraz.pk, Telemart, Shophive, etc.)
6. **Digital Citizenship and Online Etiquette:**
 - Digital identity and online reputation.
 - Netiquette and respectful online communication.
 - Cyberbullying and online harassment.
7. **Ethical Considerations in Use of ICT Platforms and Tools:**
 - Intellectual property and copyright issues.
 - Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.
 - Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation).

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, the course will include:

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

SUGGESTED INSTRUCTIONAL/READING MATERIALS

1. "Discovering Computers" by Vermaat, Shaffer, and Freund.
2. "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan.
3. "Exploring Microsoft Office" Series by Grauer and Poatsy.
4. "Computing Essentials" by Morley and Parker.
5. "Technology in Action" by Evans, Martin, and Poatsy.

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EDU-306	Philosophy of Education	3(3-0)
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Course objectives

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

- Explain, describe and use correctly the significant terms/concepts of philosophy.
- Identify and describe the essential differences between general philosophies.
- Explain the implications and applications of general philosophies in terms of the concepts of reality, theory of knowledge and theories of values on society and particularly Education.
- Explain the application of each type of philosophy of education to educational issues such as aims, curriculum, teaching methods etc.
- Apply philosophical methods to the examination of educational problems/issues.

:

1. Introduction to Philosophy of Education

- a) What is philosophy?
 - Origin and development
 - Meaning and significance
- b) Basic concepts of philosophy
 - Ontology
 - Epistemology
 - Axiology
- c) Styles of Philosophy
 - Speculation
 - Analytical
- d) Philosophy of Education
 - Definition and explanation
 - Functions of Educational Philosophy

2. General Philosophies

- a) Idealism
- b) Realism
- c) Pragmatism
- d) Existentialism

3. Contemporary philosophies of Education

- a) Perennialism
- b) Essentialism
- c) Progressivism
- d) Reconstructionism

4. Conceptual analysis of Education in Pakistan

- i. Professionalism in Education
- ii. Teacher Education
- iii. Quality Education (in Teaching Learning Process & Evaluation Mechanism)

Recommended books

1. Carr, D. and Steutel, J. (2009) *Virtue Ethics and Moral Education*, London: Routledge.
2. Casanave, C.P. and Sosa, M. (2007) *Respite for Teachers: Reflection and Renewal in the Teaching Life* (Ann Arbor: University of Michigan Press).
3. Chan, A.S. and Fisher, D. (eds) (2009) *The Exchange University: Corporatization of Academic Culture* (Vancouver: University of British Columbia Press).
4. Clarke, A.E. (2007) *Grounded Theory: Critiques, Debates, and Situational Analysis*. In W. Outhwaite and S.P. Turner (eds), *Social Science Methodology* (London: Sage)
5. Freedman, S.G. (2010) *Small Victories: The Real World of a Teacher, Her Students, and Their School* (New York: HarperCollins).
6. Fromberg, D.P. (2002) *Play and Meaning in Early Childhood Education*, Boston: Allyn & Bacon
7. Griffiths, M. (2013) *Critically Adaptive Pedagogical Relations: The Relevance for Educational Policy and Practice*. *Educational Theory*, 63.3: 221–236.
8. Gur-Ze'ev, I. (2010) *Diasporic Philosophy and Counter-Education*, Rotterdam: Sense Publishers.
9. Pring, R. (2000) *Philosophy of Educational Research*, London: Continuum.
10. Winch, C. (2012) *For Philosophy of Education in Teacher Education*. Oxford, Sense Publishers.

Web sites

1. <https://crfm.stanford.edu/workshop.html>
2. https://www.vatican.va/content/benedict-xvi/en/encyclicals/documents/hf_ben-xvi_enc_20071130_spe-salvi.html (accessed on 20 June 2021).
3. <https://www.vatican.va/content/benedict-xvi/en/travels/2008/outside/documents/stati-uniti.html> (accessed on 25 August 2022).
4. https://www.vatican.va/content/john-paul-ii/en/speeches/2002/february/documents/hf_jp-ii_spe_20020204_congr-educ-catt.html (accessed on 25 August 2022).

Teaching Techniques

Lecture method, group discussion, collaborative learning, problem based learning, brain storming

Evaluation Techniques

Associative techniques, Completion techniques, Constructive techniques, Choice or ordering techniques, Expressive techniques.

QTR-421	Quantitative reasoning I	3(3-0)
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QUANTITATIVE REASONING (I)

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: Mandatory
Fields: All

DESCRIPTION

Quantitative Reasoning (I) is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

SYLLABUS

1. **Numerical Literacy**
 - Number system and basic arithmetic operations;
 - Units and their conversions, dimensions, area, perimeter and volume;
 - Rates, ratios, proportions and percentages;
 - Types and sources of data;
 - Measurement scales;
 - Tabular and graphical presentation of data;
 - Quantitative reasoning exercises using number knowledge.
2. **Fundamental Mathematical Concepts**
 - Basics of geometry (lines, angles, circles, polygons etc.);
 - Sets and their operations;
 - Relations, functions, and their graphs;
 - Exponents, factoring and simplifying algebraic expressions;
 - Algebraic and graphical solutions of linear and quadratic equations and inequalities;
 - Quantitative reasoning exercises using fundamental mathematical concepts.
3. **Fundamental Statistical Concepts**
 - Population and sample;
 - Measures of central tendency, dispersion and data interpretation;
 - Rules of counting (multiplicative, permutation and combination);
 - Basic probability theory;
 - Introduction to random variables and their probability distributions;
 - Quantitative reasoning exercises using fundamental statistical concepts.

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SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis.
4. "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

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ICP-321	Ideology and constitution of Pakistan	2(2-0)
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IDEOLOGY AND CONSTITUTION OF PAKISTAN

UGE Policy V 1.1 : General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizens to enable them function in a socially responsible manner.

COURSE LEARNING OUTCOMES

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

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

SYLLABUS

1. **Introduction to the Ideology of Pakistan:**
 - Definition and significance of ideology.
 - Historical context of the creation of Pakistan (with emphasis on socio-political, religious, and cultural dynamics of British India between 1857 till 1947).
 - Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.
 - Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
2. **Two-Nation Theory:**
 - Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).
 - Role of communalism and religious differences.
3. **Introduction to the Constitution of Pakistan:**
 - Definition and importance of a constitution.
 - Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
 - Overview of constitutional developments in Pakistan.
4. **Constitution and State Structure:**
 - Structure of Government (executive, legislature, and judiciary).
 - Distribution of powers between federal and provincial governments.
 - 18th Amendment and its impact on federalism.

5. Fundamental Rights, Principles of Policy and Responsibilities:

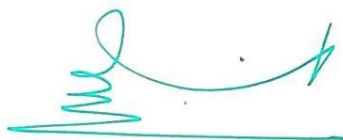
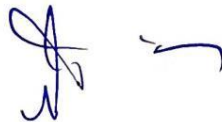
- Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
- Overview of Principles of Policy (Articles 29-40).
- Responsibilities of the Pakistani citizens (Article 5).

6. Constitutional Amendments:

- Procedures for amending the Constitution.
- Notable constitutional amendments and their implications.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Ian Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan " by G.W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

EDU-312	Methods of teaching Islamic Studies	3(3-0)
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After completing this outline students will be able to;
Develop lesson plans for Islamic studies and choose proper methods of teaching Islamic studies during teaching practice and also during their professional life as a teacher.

Unit 1

Introduction to Islamic studies

- Islamic studies as a subject
- Characteristics of Islamic studies
- The Importance of teaching Islamic studies
- Characteristics of Islamic studies teacher

Unit 2

Lesson planning in Islamic studies

- Formation of instructional objectives
- Develop a lesson plan for Islamic studies

Unit 3

Teaching methods in Islamic studies

- Lecture Method
- Question Answer Method
- Role-play Technique
- Story-telling Technique
- Drilling Technique
- Discussion Technique
- Brainstorming
- Class projects
- Reflective discussion
- Cooperative learning

unit 4

Teaching of Islamic studies in perspective of educational policies in Pakistan

Reference books and Materials;

[\(17\) 50 METHODS OF TEACHING.pdf | GRACE SIKALEYA - Academia.edu](#)

[BEd-02Sem-DrRameshM-Teaching of Biological Science.pdf \(igntu.ac.in\)](#)

[79-90 Wilayat bibi \(1\).pdf \(wumardan.edu.pk\)](#)

QTR-422	Quantitative reasoning II	3(3-0)
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QUANTITATIVE REASONING (II)

UGE Policy V 1.1 : General Education Course

Credits: 03
Pre-Requisite: Quantitative Reasoning (I)
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 2 - 4 Semesters
Type: Mandatory
Fields: All

DESCRIPTION

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

SYLLABUS

1. **Logic, Logical and Critical Reasoning**
 - Introduction and importance of logic;
 - Inductive, deductive and abductive approaches of reasoning;
 - Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
 - Logical fallacies;
 - Venn Diagrams;
 - Predicates and quantifiers;
 - Quantitative reasoning exercises using logical reasoning concepts and techniques.
2. **Mathematical Modeling and Analyses**
 - Introduction to deterministic models;
 - Use of linear functions for modeling in real-world situations;
 - Modeling with the system of linear equations and their solutions;
 - Elementary introduction to derivatives in mathematical modeling;
 - Linear and exponential growth and decay models;
 - Quantitative reasoning exercises using mathematical modeling.
3. **Statistical Modeling and Analyses**
 - Introduction to probabilistic models;
 - Bivariate analysis, scatter plots;

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- Simple linear regression model and correlation analysis;
- Basics of estimation and confidence interval;
- Testing of hypothesis (z-test; t-test);
- Statistical inference in decision making;
- Quantitative reasoning exercises using statistical modeling.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
2. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
3. "Discrete Mathematics with Applications" by Susanna S. Epp.
4. "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick.
5. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
6. "Introductory Statistics" by Prem S. Mann.
7. "Applied Statistical Modeling" by Salvatore Babones.
8. "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K. Wolf.

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EDU-403	Teaching literacy skills	3(3-0)
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Unit 1: What is Reading and Writing

- What is Skilled Reading? What is Skilled Writing?
- Components of Reading
- Oral Language as the Foundation of Reading
- The Sub-systems of Language
- Learning to Read and Write in a Multilingual Context
- Home-School Connection
- Stages of Second-Language Acquisition
- Phases and Models of Reading and Spelling Development
- Stages of Writing Development

Unit 2: Growing Up to Read and Write: Early Reading and Writing

- Phonological Awareness
- Alphabetic Principle
- Instructional Strategies for Word Recognition
- Book Reading
- Literacy-Rich Classroom Environment
- Types of print resources to use in the early-literacy classroom
- Differentiating instruction in a print-rich classroom

Unit 3: Becoming Readers and Writers (Grades 1-3)

- Instruction Strategies for Fluency
- Instructional Strategies for Vocabulary
- Instructional Strategies for Comprehension
- Matching Texts to Students
- Guided Reading
- Writing as a Window for Reading

SUGGESTED TEXTBOOKS AND REFERENCES Books

M.S.Burns, P. Griffin, and C.E. Snow (1999). Starting Out Right: A Guide to Promoting Children's Reading Success. Washington, DC: National Research Council. Available on line: http://www.nap.edu/catalog.php?record_id=6014

Readings and On-line Resources Readings:

http://www.nap.edu/catalog.php?record_id=6014 Starting Out Right: A Guide to Promoting Children's Reading
 Success<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF> Learning to Read and Write: Developmentally Appropriate Practices for Young Children
<http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf> Where we Stand: On Learning to Reading and Write
http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf Executive Summary: Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth
<http://www.aft.org/pdfs/teachers/rocketscience0304.pdf>

IAD-447	Drawing 1	2(0-2)
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Drawing I
Course Code: IAD-465
3rd semester

Aims and Objectives:

Understanding of human anatomy and the ability to translate what is observed and desired as a beginner for a sound foundation in all subjects.
 (Use of a variety of media, i.e., pencil, charcoal, conte, crayon, ink and brush.)

Course Contents:

- Study from model/portrait
- Study of human figure hands and feet.
- Study from animals in Practical or outdoor.
- Study from life model in pencil (human figure).
- Study from life model (human figure) in various mediums.
- Model drawings in different positions.
- Quick sketches from different life models.

Structure of Course:

Class meets 3(0-3), 6 Practical hours/ week
 It is a Theory /seminar/visit or a combination of all

Evaluation:

Procedure: Creativity, presentation, class participation particular assignment and discussion with concerned teacher are all combined together for evaluating procedure.

Practical based projects are marked after criticism by two faculty members, written assignments are marked by class teacher.

Weightage: Percentage of class assignments marks 20%
 Percentage of Mid Term marks 30%
 Percentage of Final Exam marks 50%

EDU-407	Teaching of Urdu/Regional Languages	3(3-0)
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نصاب اردو SYLLABUS URDU

نصاب برائے تدریس اردو (فکشنل/عملی)

- ۰ کورس کا تعارف: (COURSE DESCRIPTION)
- ۰ حاصلاتِ تعلم: (COURSE OUTCOMES)
- ۰ تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)
- ۰ یونٹ (UNIT)

- ۱- نظریہ و زبان
- ۲- عملی تدریسی طریقے (سننا، بولنا اور سمجھنا)
- ۳- عملی تدریسی طریقے (پڑھنا اور لکھنا)
- ۴- جائزہ و آزمائش

- ۰ حوالہ جات (REFERENCES)
- ۰ اسائنمنٹ (مختلف موضوعات) (ASSIGNMENTS)
- ۰ کورس سے متعلق لازمی معلومات
- ۰ اردو سے متعلق غلط فہمیوں کا ازالہ
- ۰ یونٹ نمبر سے متعلق سبقتی اشارے
- ۰ تفصیلی سبقتی خاکے
- ۰ دیگر یونٹس سے متعلق اہم سبقتی اقدامات

تعلیمی اور تدریسی رسائیاں: (LEARNING AND TEACHING APPROACHES)

نظریہ آموزش زبان کے ماہرین کا کہنا ہے کہ بچہ ماں کے پیٹ ہی سے سنا شروع کرتا ہے۔ کیوں کہ زبان بچے کے جینز میں پوشیدہ ہوتی ہے۔ جدید تکنیکی مہارتیں، تدابیر، فطری سانچے، آزمائشی سوالات اور سوالنامے تدریسی عمل کو چاہئے، پرکھتے اور معیار استدلال مقرر کرتے ہیں۔ اس کورس کی تدریسی تعلیمی رسائی زیر تربیت اساتذہ کا (جماعت اول تا ہشتم) کے طلبہ کے لیے فراوانی زبان کا ایک متنوع ماحول تیار کرنا اور آموزشی قالب تیار کرنا ہے۔ جو معیار زبان کے اصولوں پر پرکھے جاسکیں۔ کورس سے منسلک ان سرگرمیوں کا مقصد زیر تربیت اساتذہ کو اپنی تعلیمی ذمہ داری بڑھانے کا موقع فراہم کرنا ہے۔

پونٹ ۱

نظریہ زبان

(THEORY OF LANGUAGE)

تعارف:

زبان کے متنوع ماحول میں بچے کے لیے کثرت سے ماحولیاتی مواد زبانی اور تحریری صورت میں موجود ہوتا ہے جو والدین، عزیز واقارب اور اساتذہ کی جانب سے مہم آتا ہے۔ اس پونٹ میں زیر تربیت اساتذہ فراوانی زبان کی نمایاں خصوصیات FEATURES OF A LANGUAGE-RICH ENVIRONMENT کو سمجھتے ہوئے آموزش زبان کے وسیلوں کے مطابق زبان کے فطری سانچوں پر تدریسی حکمت عملی تیار کریں گے۔ مثلاً بچوں کو بات کرنے کے مواقع فراہم کرنا، ارد گرد کے ماحول پر رائے لینا، خواہش دریافت کرنا اور مظلوم و مشرعی آسان فہم مواد فراہم کرنا وغیرہ۔ اردو کی لسانی خوبیاں صوتی، قواعدی، ثقی نوعیت کی حامل ہیں۔ ان خوبیوں سے استفادہ کرتے ہوئے زیر تربیت اساتذہ جماعت اول تا ہشتم کے تدریسی مسائل پر کیسے قابو پاتے ہوئے جدید سستی ڈیزائن میں کارآمد تدریسی تدابیر اختیار کرتے ہیں۔ اس پونٹ کا کام عملی تدریسی معلومات فراہم کرنا ہے تاکہ اساتذہ عملی مشق کی تیاری کر سکیں۔

پہلا ہفتہ

- نظریہ زبان (THEORY OF LANGUAGE)
- آموزش زبان کے وسیلے (پیدائش سے پہلے اور بعد کے محرکات، والدین، اساتذہ)
- اردو زبان کا متنوع ماحول

دوسرا ہفتہ

- اردو کی بنیادی لسانی خصوصیات (صوتی، قواعدی، ثقی)
- اردو سے متعلق غلط فہمیوں کا ازالہ
- اردو کی تدریسی تدابیر

تیسرا ہفتہ

- جدید سستی ڈیزائن

۰۔ تدریسی تکنیک

۰۔ سمعی بصری معاونات

عملی مشق (TEACHING PRACTICE) شروع ہونے سے پیش تر اساتذہ موضوعاتی بحث کے ذریعے درج بالا نکات کے تحت راہنما استاد کی زیر نگرانی اپنی حکمت عملی طے کریں گے۔

یونٹ ۲

عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) ابتدائی ناطقانی سطح کی باتیں

تعارف:

زبان کی تدریس میں صرف سننا ہی کافی نہیں، سن کر سمجھنا ہی اصل شے ہے۔ بچے کے ارد گرد بہم آوازیں اس کے لیے جلد از جلد زبان ازیں کرنے میں مددگار بنتی ہیں۔ زبان سننا اس کے سیکھنے کا پہلا مرحلہ ہے۔ تدریس زبان میں بھی پہلی مہارت سننا سکھانا یا تدریس سماعت ہے۔ جماعت اول تا ہفتم عملی تدریسی طریقوں (سننا، بولنا اور سمجھنا) کے ذریعے حروف اور الفاظ کی کھوج زبان کا عملی پہلو ہے۔ قرآن ۵۶ آیات میں مطالعہ کائنات کا درس دیتا ہے۔ اس کائنات میں موجود ہر شے پر غور کرنے کی دعوت دیتا ہے۔ اس یونٹ میں دیکھ کر زبان سیکھنا یعنی مطالعہ بذریعہ سماعت تدریس کیسے کی جائے۔ اوصاف خوش خوانی تدریس نظم و نثر میں کارگر ثابت ہوتے ہیں اس لیے زیر تربیت اساتذہ جدید طریقہ ہائے تدریس مثلاً (فنکشنل، آڈیو ٹیکوئل اور ٹیبل فزیکل) کو جدید سستی اشارات میں دوران عملی تدریس استعمال کریں گے۔ زیر تربیت اساتذہ کی تدریس دوران کورس جاری رہے گی۔ اس لیے ایک ہفتہ سستی اشارات کی تیاری کے لیے مختص کیا گیا ہے۔ جس میں زیر تربیت اساتذہ عملی تدریسی طریقے (سننا، بولنا اور سمجھنا) اور مطالعہ بذریعہ سماعت تدریس کا گر سیکھ سکیں۔

چوتھا ہفتہ

- ۰۔ اوصاف خوش خوانی / کرداری مقاصد (تلفظ، روانی، تاکید، لب و لہجہ، تفصیل)
- ۰۔ بنیادی لسانی عادات / مہارتیں تعارف (بولنا، سننا، سمجھنا)
- ۰۔ بولنا اور سننا (فنکشنل، آڈیو ٹیکوئل اور ٹیبل فزیکل طریقوں سے مشق)

پانچواں ہفتہ

- ۰۔ پڑھنا / قصہ / کہانی (تمثیل، ڈراما، قصہ گوئی)
- ۰۔ پڑھنا / کھیل (مثلاً لفظ کی بناوٹ میں حروف کی کھوج)
- ۰۔ پڑھنا / مطالعہ (ٹی وی، ریڈیو، کمپیوٹر، مطالعہ کائنات)

ششم ہفتہ

- ۰۔ پرائمری سطح پر تدریس نظم
- ۰۔ نثر سطح پر تدریس نظم
- ۰۔ فی البدیہہ نظم گوئی

ساتواں ہفتہ

- ۰۔ سہمی اشارات/طریقہ ہائے تدریس (ابتدائی تا وسطانی سطح کی جماعتیں)
- ۰۔ سہمی ڈیزائن/تکنیکی مہارتیں/تدریسی حکمت عملی نظم و نشر

یونٹ ۳

عملی تدریسی طریقے (پڑھنا اور لکھنا)

ابتدائی تا وسطانی سطح کی جماعتیں

تعارف:

اس یونٹ میں عملی تدریسی طریقوں (پڑھنا اور لکھنا) کی مشق کروائی جائے گی۔ تاکہ زیر تربیت اساتذہ الف بائی طریقے سے حروف کی ساخت اور تجزیاتی طریقے سے مرکب جملے بنانے کی مشق کا استعمال اشارات سبق کی تیاری میں خوب کر سکیں۔ مثلاً ابتدائی جماعتوں کے لیے حروف کی پہچان پر آزمائشیں تیار کرنا یا وسطانی جماعتوں میں مولانا روم کی حکایات پڑھا کر کہانی لکھنے کا ہنر سکھانا۔ تصویر دکھا کر کہانی کے مختلف پلاٹ تیار کرنا اور پھر سننے بولنے کی مشق کروانا جو ہر سطح پر کی جاسکتی ہے۔ تاہم ابتدائی تا درمیانی سطح کی جماعت کا معیار، استحسان و استدلال مد نظر رکھ سہمی اشارات تیار کیے جائیں گے۔ کیوں کہ اشارات سبق کی تیاری اور عملی مشق ہر یونٹ کا حصہ ہیں۔ تاکہ زیر تربیت اساتذہ عملی مشق کی اہمیت سمجھ سکیں۔

آشواں ہفتہ

- ۰۔ طریقہ ہائے تدریس کا تعارف (ابتدائی و وسطانی سطح کے مطابق)
- ۰۔ الف بائی جملوں، تجزیاتی طریقے
- ۰۔ فنکشنل/عملی اردو

نواں ہفتہ

- ۰۔ زبان شناسی کی تدریس (ابتدائی و ثانوی سطح کے مطابق)
- ۰۔ تدریس قواعد (پہلی لپیٹ)
- ۰۔ تدریس قواعد (پہلی لپیٹ)

دسواں ہفتہ

- ۰۔ رول پلے، بازی (FEED BACK)
- ۰۔ فنکشنل/عملی طریقے (ابتدائی و ثانوی سطح کے مطابق)
- ۰۔ تدریسی تدابیر (ابتدائی و ثانوی سطح کے مطابق)

گیارہواں ہفتہ

- ۰۔ منظومات پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پر مبنی اسباق کی منصوبہ بندی جماعت اول تا سوم
- ۰۔ نثر پر مبنی اسباق کی منصوبہ بندی جماعت چہارم تا ششم

یونٹ ۴

جائزہ و آزمائش

تعارف:

تدریسی عمل کا جائزہ اور اس پر تنقید کرنا مدرسے کے لیے بہت مفید ہے۔ اسباق کے جائزے میں مدرسے کے اشارات، سبق کی خوبی اس کے موقف کی موزونیت، اس کی تدابیر، توضیح کی کامیابی، اس کے عمل تدریس کی کیفیت اور بہ حیثیت مجموعی اس کے سبق کے اثر اور نتیجے پر خاص نگاہ تنقید ڈالنی چاہیے۔ زبان کی جانچ پڑتال کے ساتھ ساتھ اس کے ساتھ ساتھ اس یونٹ کا کارآمد پہلو ہے۔ اہل میٹری اساتذہ جماعت اول تا ہفتم ہر درجے میں شامل نصاب پر نئے پیمانے تیار کر سکیں گے۔

بارہواں ہفتہ

- جائزہ و آزمائش تعارف
- سوالات کی تکنیک، مشق
- کلوز ٹیسٹ، کثیر انتخابی
- آزمائش (TEST)

تیرہواں ہفتہ

- سوالنامے
- پرچہ جات
- اسائنمنٹ

چودھواں ہفتہ

- ابتدائی سطح کے سانچے (جماعت اول تا سوم)
- وسطانی سطح کے سانچے (جماعت چہارم تا ہفتم)
- نل / وسطانی سطح کے سانچے (جماعت ہفتم و ہشتم)

پندرہواں ہفتہ

- منظومات پر مبنی اسباق (جماعت چہارم تا ہفتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)
- منظومات پر مبنی اسباق (جماعت ہفتم و ہشتم)
- نثر پر مبنی اسباق (جماعت ہفتم و ہشتم)

حوالہ جات / مطالعاتی مواد

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ماڈل اسائنمنٹ: (ASSIGNMENTS)

- ۱۔ مختلف موضوعات پر اخباری اشتہارات لکھیں اور ایک ہفتے میں جمع کروائیں۔ اشتہار رنگارنگ، ہامنی اور جدید ہوں۔
- ۲۔ رموز اوقاف پر اس انداز سے سستی اشارہ تیار کیجیے کہ کہانی کی کہانی ہو اور رموز اوقاف پڑھا دیے جائیں۔ کم از کم تین دن میں سستی خاکہ جمع کروائیں۔
- ۳۔ دو گروپوں میں سننے/بولنے اور پڑھنے/لکھنے کی مہارتیں تقسیم کی جائیں گی دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے (اسکرپٹ) تحریری صورت میں ایک ہفتے میں جمع کروائیں گے۔
- ۴۔ جماعت اول اور ہفتم سے دو سابق پراسٹنٹف قالب تیار کریں اور ایک ہفتے میں جمع کروائیں۔

نصاب سے حلقہ لازمی معلومات:

یہ ہمارا روزمرہ کا مشاہدہ ہے کہ پیدائش کے بعد بچہ اپنے ماحول میں بولی جانے والی زبان خود بخود ایک مختصر عرصے میں بولنا شروع کر دیتا ہے۔ اس عام مشاہدے کی غور طلب بات یہ ہے کہ ایک چھوٹا بچہ جس کی ذہنی صلاحیتیں ابھی نشوونما کے مراحل سے گزر رہی ہیں، زبان جیسی پیچیدہ

CCE-421

Civic and community engagement

2(2-0)

CIVICS AND COMMUNITY ENGAGEMENT

UGE Policy V 1.1 : General Education Course

Credits: 02
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. Students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

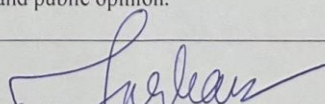
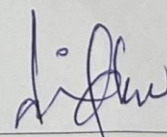
COURSE LEARNING OUTCOMES

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

SYLLABUS

1. **Introduction to Civics and Citizenship:**
 - Definition of civics, citizenship, and civic engagement.
 - Historical evolution of civic participation.
 - Types of citizenship: active, participatory, digital, etc.
 - The relationship between democracy and citizenship.
1. **Civics and Citizenship**
 - Concepts of civics, citizenship, and civic engagement.
 - Foundations of modern society and citizenship.
 - Types of citizenship: active, participatory, digital, etc.
2. **State, Government and Civil Society**
 - Structure and functions of government in Pakistan.
 - The relationship between democracy and civil society.
 - Right to vote and importance of political participation and representation.
3. **Rights and Responsibilities**
 - Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
 - Civic responsibilities and duties.
 - Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
4. **Community Engagement**
 - Concept, nature and characteristics of community.
 - Community development and social cohesion.
 - Approaches to effective community engagement.
 - Case studies of successful community driven initiatives.
5. **Advocacy and Activism**
 - Public discourse and public opinion.

- Role of advocacy in addressing social issues.
 - Social action movements.
6. **Digital Citizenship and Technology**
- The use of digital platforms for civic engagement.
 - Cyber ethics and responsible use of social media.
 - Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.
7. **Diversity, Inclusion and Social Justice:**
- Understanding diversity in society (ethnic, cultural, economic, political etc.).
 - Youth, women and minorities' engagement in social development.
 - Addressing social inequalities and injustices in Pakistan.
 - Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
2. **Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service-Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. **Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel.

Furber *Lift*

EDU-402	Classroom Assessment	3(3-0)
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Learning Outcomes After studying this course, the prospective teachers will be able to:

1. Understand the concept and nature of assessment
2. Differentiate between standardized and classroom tests
3. Integrate objectives with learning assessment
4. Develop and analyze test items of different levels
5. Understand different alternative classroom assessment techniques
6. Interpret test scores and results of different assessment techniques

Unit 1 Concept of Classroom Assessment

- Distinction between assessment, evaluation and measurement
- Purpose of assessment
- Comparison between standardized and classroom assessment
- Individual and group assessment

Unit 2 Achievement Tests

- Definition and Characteristics
- Characteristics of a good achievement test
- General guidelines for test construction (rules, table of specification etc.)
- Types of test items a) Essay type test items b) Objective type test

Unit 03 Test Construction

- Defining the learning outcomes
- Preparation of a test items/questions
- Assembly the tests

Unit 4 Test Administration and Analysis

- Administration/conducting the test
- Item analysis and modification

Unit 5 Interpreting Test Scores

- Percentage
- Ordering and ranking
- Frequency distribution
- Pictorial form (graph, polygon, histogram)

Unit 06 Grading and Reporting Results

- Concept of grading – need and importance
- Types of grading
- Reporting results to different stakeholders

Recommended Books

Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.

Ebel, Robert (2004). Essentials of Educational Measurement. India: Prentice hall.

Freeman, Richard, (2004). Planning and Implementing Assessment. 79 New York: Routledge Flamer. Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and Practice. United States: John Wiley & sons, Inc.

Kumari, Sarita (2005). Education Assessment, Evolution and Remedial. ISHA Books.

Mehnaz Aziz, (2007) Assessing children's Development through Observation, Children's

Global net work Pakistan.

Smith, D, (2005). Theory of Educational Measurement. New Delhi: Commonwealth.

Smith, D. (2005).

History of Measurement and Evaluation. New Delhi: Commonwealth. Smith, D., (2005).

Methods of Educational Measurement, New Delhi: Commonwealth. Swain, Sanjaya,

(2005). Educational Measurement, Statistics and Guidance. Kalyani Publications.

Thomas A. and K. Patricia Cross, 1993, Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition, San Francisco: Jossey-Bass Publishers.

EDU-404	Teaching of English	3(3-0)
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Course Description

This course will equip prospective teachers with knowledge and skills to teach English in grades I through VIII. They will become familiar with the English curriculum and expected student learning outcomes. Prospective teachers will learn the use of different language skills to enhance variety of instructional methods that promote active learning of English, including making and using teaching and learning materials. They will plan English lessons and activities.

Learning Outcomes

At the end of the course, the prospective teachers are expected to be: familiar with the four language skills - Listening, Speaking• reading and writing identify and prepare activities for developing four skills• apply modern methods and approaches in teaching of English• prepare lesson plans of Prose, Poetry, Composition and• Grammar• Effective use of audio visual aids. • measure and evaluate the students' progress during teaching• of English as a foreign I second language•

Course Outline

Unit 1 Four skills of language learning

- 1.1. Listening Comprehension Skills
 - 1.1.1 Techniques of developing listening ability
 - 1.1.2. Careful listening habits
 - 1.1.3. Use of Cassette-player for developing listening ability
 - 1.1.4. Using Video-Cassettes for effective listening
 - 1.1.5. Methods of teaching listening
 - 1.1.6. Sub Skills
- 1.2 Speaking Skills
 - 1.2.1. Favorable classroom environment for speaking
 - 1.2.2. Value of pronunciation and intonation in speaking
 - 1.2.3. Conversation and dialogue
 - 1.2.4. Language games for oral expression
 - 1.2.5. Vocabulary building
- 1.3 Reading Skills
 - 1.3.1 Importance of silent and loud reading
 - 1.3.2 Methods of teaching Reading
 - 1.3.3. Sub skills
- 1.4 Writing Skills
 - 1.4.1. Techniques of good handwriting
 - 1.4.2. Importance of spelling in Writing
 - 1.4.3. Creative writing (essays/paragraphs)
 - 1.4.4. Writing letters and invitations to friends
 - 1.4.5. Writing applications

Unit 02 Teaching of English

- 2.1. Teaching of prose
- 2.2. Teaching of poems
- 2.3. Teaching of composition
- 2.4. Teaching of vocabulary
- 2.5. Teaching of pronunciation

Unit 03 Methods of teaching English

- 3.1. Grammar – Translation method
- 3.2. Direct method
- 3.3. Audio-lingual approach
- 3.4. Structural approach

3.5. Communicative approach

3.6. Word building

Unit 04 Teaching of Grammar

4.1. Functional approach towards grammar teaching.

Unit 05 Lesson Planning

5.1. Importance of activities in all kinds of lessons

5.2. Value of different steps in lesson planning.

5.3 New teaching approaches; activity based.

5.4. Planning Structural lessons

5.5. Planning a Prose and Poetry lesson

5.6. Planning a Paragraph, a Story and an Essay

5.7. Planning a Grammar lesson

Unit 06 A.V.Aids in Teaching of English

6.1. Need and importance

6.2. Charts, Models, Pictures, role plays, Flash Cards, Toys and Real Objects

6.3. Radio, Cassette player, Language Laboratory

6.4. Television, VCR, Movies

6.5. Slides, Filmstrip, OHP, multimedia Projector

Unit 07 Assessment

7.1. Construction of Objective type test.

7.2 Construction of subject type test.

Recommended Books

Cook V. (1991). *Second Language Learning and Language Teaching*, 2nd ed. London, Arnold

Mohammad. T. (1998). *Modern Approaches to the Teaching of English as Second Language*,

Lahore: Majeed Book Depot. Murcia, M.C. (1991), *Teaching English as a Second Foreign*

Language, 2 nd Ed. New Bury House: A Division of Harper Collins Publishers. Rob Nohand (1993).

Conversation, London: Oxford University Press. Sheikh. N. A. (1998). *Teaching of English as a Second Language*. Lahore: Carvan Book House.

PST-321	Pakistan Studies	2(2-0)
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The course is designed to introduce the students to the major historical events, which led towards the creation of Pakistan in 1947. The course will be an historical overview of causes and consequences behind the creation of Pakistan. Moreover, the course will emphasize on the following themes, first, it will look into the historical evolution of creation of Pakistan, secondly, it will focus on the major political, constitutional and economic developments in the history of modern Pakistan and thirdly it will focus to have an insight into exploring the potential of the very state of Pakistan including youth, geographic location, heritage, resources and tourism with a view to explain scope and significance before the students with a futuristic approach. Main purpose of the course is to make the students aware of the history, nation-state building, the political system of Pakistan and present potentials.

1. Proto Pakistan
2. Ideology of Pakistan in perspective of Sir Syed Ahmad Khan, Allama Iqbal & Quaid-i-Azam Muhammad Ali Jinnah
3. War of Independence 1857.
4. Aligarh Movement and Sir Syed Ahmad Khan.
5. The formation of All-India Muslim League and its struggle for a separate homeland(Pakistan).
6. An analysis of Quaid-i-Azam Muhammad Alil Jinnah's life, career and achievements as the Governer General of Pakistan.
7. An introduction to institutions of Pakistan (Parliament, Judiciary and Executive).
8. Objective Resolution & the making of Constitutions in Pakistan; A concise introduction of constitutional history and salient features of 1973 Constitution.
9. Foreign Policy of Pakistan & Pakistan's Relation with Muslim World
10. Separation of East Pakistan 1971: A Study of Failed Leadership.
11. Pakistani Society: an overview since inception to present with key thought on development of ethnicity, class polarization, sectarianism, militancy and religious extremism and Corruption.
12. Geo-political and geo-strategic importance of Pakistan.
13. Cultural heritage & Tourism in Pakistan

ENT-422	Entrepreneurship	2(2-0)
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ENTREPRENEURSHIP

UGE Policy V 1.1 : General Education Course

Credits:	02
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 - 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills and abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation. Overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process;
2. Understanding of different personal, social and financial aspects associated with entrepreneurial activities;
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on exports;
4. Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

SYLLABUS

1. **Introduction to Entrepreneurship:**
 - Definition and concept of entrepreneurship;
 - Why to become an entrepreneur?
 - Entrepreneurial process;
 - Role of entrepreneurship in economic development.
2. **Entrepreneurial Skills:**
 - Characteristics and qualities of successful entrepreneurs (including stories of successes and failures);
 - Areas of essential entrepreneurial skills and abilities such as creative and critical thinking innovation and risk taking.
3. **Opportunity Recognition and Idea Generation:**
 - Opportunity identification, evaluation and exploitation;
 - Innovative ideas generation techniques for entrepreneurial ventures.
4. **Marketing and Sales**
 - Target market identification and segmentation;

- Four P's of Marketing;
 - Developing a marketing strategy;
 - Branding.
5. **Financial Literacy:**
- Basic concepts of income, savings and investments;
 - Basic concepts of assets, liabilities and equity;
 - Basic concepts of revenue and expenses;
 - Overview of cash-flows;
 - Overview of banking products including Islamic modes of financing;
 - Sources of funding for startups (angel financing, debt financing, equity financing etc.)
6. **Team Building for Startups:**
- Characteristics and features of effective teams
 - Team building and effective leadership for startups.
7. **Regulatory Requirements to Establish Enterprises in Pakistan:**
- Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.);
 - Intellectual property rights and protection;
 - Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms;
 - Taxation and financial reporting obligation.

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and abilities acquired in the course to develop a feasible business plan and where possible explore the possibility of implementing the plan with support and assistance from established business-persons and entrepreneurs.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffrey A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
5. "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.

INM-303	Introduction to Information Management (Social Sciences)	2(2-0)
Objectives	<ol style="list-style-type: none"> 1. To understand information management in libraries. 2. To know regarding the online information retrieval. 3. To aware with the nature of information and its characteristics. 4. To know the role of libraries in the society. 5. To recognize the impact of ICT on the libraries. 	
Contents	<p>Unit 1. Introduction to libraries/ information centres</p> <ol style="list-style-type: none"> a) Definition of information and information management b) Information explosion and its evaluation c) Characteristics and types of information d) The information/knowledge society e) Libraries as organizations f) Various types of Libraries g) Impact of ICTs on Libraries h) Some important Libraries of Pakistan and the world i) Role of Library in society <p>Unit 2. Organization of information</p> <ol style="list-style-type: none"> a) Introduction to classification b) Introduction to Dewey Decimal Classification Scheme (According to the concerned subject) c) Introduction to Subject Headings d) Introduction to Cataloguing e) Online public access catalogue <p>Unit 3. Circulation of library material</p> <ol style="list-style-type: none"> a) Types of library material b) Accessioning of library material c) Circulation of library material <p>Unit 4. Reference services & sources</p> <ol style="list-style-type: none"> a) Important reference sources b) Evaluation of reference sources c) Important reference services d) Reference interview <p>Unit 5. Online information retrieval</p> <ol style="list-style-type: none"> a) Basic information searching techniques b) Information retrieval systems c) The information cycle d) Digital library 	
Teaching & Learning Strategies	A combination of lecture, class participation, and discussions will be used to conduct the course. Students will be expected to read extensively ahead of each class session and actively participate in discussions.	
Assignments	Written Assignment/ Presentation/Quiz	
Recommended Reading Material	<ol style="list-style-type: none"> 1. Rubin, R. E. (2017). <i>Foundations of library and information science</i> (4th ed.). American Library Association. 2. Feather, J. (2013). <i>The information society: A study of continuity and change</i>. Facet publishing. 3. Gates, J.K. Guide to the use of Libraries and information sources, 5th Ed. New York: McGraw-Hill, 1988. 	

	<ol style="list-style-type: none"> 4. Smiraglia, R. (2005). <i>Metadata: A cataloguer's primer</i>. New York: Routledge. 5. Chan, Louis Mai: <i>Cataloguing & Classification –an introduction</i> 2nd ed. New York: McGraw-Hill, 1994. 6. Katz, W.A. <i>Introduction to Reference work</i>. 7th Ed. New York: McGraw-Hill, 1997. 7. Nasim Fatima, <i>Hawalajati Khidmaat</i>. Karachi: Library Promotion Bureau, 1985. 8. Samdani, Rais Ahmed, <i>Kutub Khaney Tarikh Ke Roshni main Karachi: Qamar Kitab Ghar</i>, 1977. 9. Shoukat, Altaf. <i>Nizam-e-Kutab Khana</i> 2nd ed. Lahore: Al-Faisal Nashran wo Tajran. 10. Brown, C. C., & Bell, S. S. (2018). <i>Librarian's guide to online searching: Cultivating database skills for research and instruction</i> (5th ed.). Santa Barbra, California: Libraries Unlimited.
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Assessment and Examinations:

Sr.#	Elements	Weightage	Details
1	Midterm Assessment	30%	Written test (at the mid-point of the semester)
2	Formative Assessment	20%	Project, presentation and quiz
3	Final Assessment	50%	Written test (at the end of the semester)

