



University of Chitral
BECOME WHAT YOU WANT TO BE

یونیورسٹی آف چترال

**Scheme of Studies Bachelor of Education (B.Ed. 4 YEAR)
Fall 2025**

*Additional Director Academics
University of Chitral*

**Department of Education
University of Chitral**



Program Description

The B.Ed. (12+4) program, introduced in 2006 and revised under HEC Undergraduate Education Policy V1.1, prepares teachers as skilled, reflective, and compassionate professionals equipped to meet diverse student needs. It combines strong content knowledge with pedagogical training, professionalism, and technological integration to ensure graduates can inspire and engage learners across educational levels. The program emphasizes hands-on experiences through school observations, teaching practicums, and community attachments, fostering inclusivity, cultural competence, and ethical responsibility. With a curriculum spanning sciences, mathematics, language, social sciences, and the arts, alongside research methodologies and digital tools, it develops educators committed to lifelong learning, collaboration, and societal transformation. Its flexible structure blends graduate and professional courses, offering multiple entry points and credit transfers to make teaching a profession of choice and a vital contribution to national development.

Standard Nomenclature

“Bachelor of Education (B.Ed)”, and specializations will be reflected on transcripts only and not on degrees.

Eligibility and Admission Criteria

Higher Secondary School Certificate (comprising 12 years of schooling) in any discipline or an Inter Board Coordination Commission (IBCC) equivalent qualification is the eligibility requirement for admission to the Bachelor of Education (B.Ed.) four-year degree program and the Associate Degree Program in Education (ADE). The admitting university may set minimum eligibility scores and may conduct entry/admission tests through its own testing body or an external testing services provider of repute as per the screening, admission, and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

By the completion of Bachelor of Education (B.Ed) degree program, the graduates will be able to:

- a) Demonstrate a comprehensive understanding of content knowledge, educational theories, instructional strategies, and assessment methods to effectively plan, deliver, and evaluate lessons that engage and support diverse learners.
- b) Apply differentiated student-centered instructional techniques to accommodate varied learning styles, abilities, and backgrounds, ensuring all students can succeed academically and socially in an equitable environment to foster collaboration, critical thinking and problem-solving skills.
- c) Exhibit a strong commitment to professional ethics, including respect, integrity, and confidentiality, while fostering an inclusive, equitable, and culturally responsive learning environment.



d) Show a commitment to lifelong learning by staying informed of current research, technological advancements, and innovations in education that enhance instructional effectiveness and contribute to professional growth.

Program Structure B. ED (04 year)

The Bachelor of Education (B.Ed.) 4-year degree program is structured in accordance with the provisions of the HEC Undergraduate Education Policy, Version 1.1. It comprises a minimum of 132 credit hours (including internship/field experience) spread over eight (08) regular semesters. Universities may offer courses up to a maximum of 148 credit hours, provided that the total number of credit hours is reasonably set to achieve the Program Learning Objectives (PLOs) without putting undue burden on students. Students may choose to exit after completing the fourth semester to obtain an associate degree.

Credit Hours 134 credit hours	
General Education Courses	35 credit hours (16 courses)
Major Education Courses	54 credit hours
Class Observation and Practice Teaching (Practical/Fixed)	02+06 = 08 Credits
Pedagogy Courses (Compulsory/Fixed)	18 credit hours (06 courses)
Specialization Courses (Electives)	18 credit hours (6 courses) – (From Pool of Specializations)
Interdisciplinary Courses	13 credit hours (5 courses) (From Pool of Courses)
Internship	3 credit hours
Capstone Project/Thesis	3 credit hours
Program Duration	Minimum: 4 Years Maximum: 6 years
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination), 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	15-21 credit hours for regular semesters to 9 credit hours for summer semesters (for remedial/deficiency/failure/repetition courses only)
3 Credit Hours (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hours each) OR 1 class (3 hours) per week throughout the semester
1 Credit Hour (Lab / Field Work)	1 credit hour in laboratory or practical work would require lab/field contact of 3 hours per week throughout the semester.



Semester-wise Breakup

1st Semester		
Course Code	Course Title	Credit Hours
EDU 111	Foundations of Education	3(3-0)
GE 111	Quantitative Reasoning-I	3(3-0)
GE 112	Functional English	3(3-0)
GE 113	Applications of Information and Communication Technologies	3(2-1)
GE 114	Natural Sciences	3(3-0)
Anyone from the following		
GE 115	Islamic Studies	2 (2-0)
GE 116	Ethics	2 (2-0)
Anyone from the following (Natural Sciences)		
GE 117	Fehm-e-Quran-I	1(0-1)
GE 118	Ethics: A General Introduction	1(0-1)
Total Credit Hours		18(16-2)

2nd Semester		
Course Code	Course Title	Credit Hours
EDU 121	Education for Sustainable Development	3(3-0)
EDU 122	Educational Psychology	3(3-0)
EDU 123	Teaching of Urdu	3(3-0)
GE 121	Quantitative Reasoning-II	3(3-0)
GE 122	Expository Writing	3(3-0)
GE 123	Social Sciences	2 (2-0)
Anyone from the following (Social Sciences)		
GE 124	Fehm-e-Quran-II	1(0-1)
GE 125	Cyber Ethics	1(0-1)
Total Credit Hours		17(16-1)

3rd Semester		
Course Code	Course Title	Credit Hours
EDU 231	Research Methods in Education	3(3-0)
EDU 232	Curriculum Development	3(3-0)
EDU 233	Teaching of English	3(3-0)
GE 231	Pakistan Studies	2(2-0)
GE 232	Civics and Community Engagement	2(2-0)
GE 233	Seerat-un-Nabi	1(0-1)
GE 234	Arts & Humanities	2(2-0)
GE 235	Entrepreneurship	2(2-0)
Total Credit Hours		19(17-2)



4 th Semester		
Course Code	Course Title	Credit Hours
EDU 241	Critical Thinking and Reflective Practices	3(3-0)
EDU 242	Educational Assessment and Evaluation	3(3-0)
EDU 243	School administration	2(0-2)
EDU 244	Ideology and Curriculum Development	3(3-0)
GE 241	Ideology and Constitution of Pakistan	2(2-0)
IDS 241	Health and Safety Education	3(3-0)
INT 249	Internship	3(0-3)
Total Credit Hours		20(17-3)

5 th Semester		
Course Code	Course Title	Credit Hours
EDU 351	School Studies and Management	3(3-0)
EDU 352	Teaching Art, Crafts and Calligraphy	3(3-0)
Any one course from the following		
EDU 353	Child Care and Development	3(3-0)
EDU 354	Foundations of Educational Leadership	3(3-0)
EDU 355	Curriculum Planning, Design, and Implementation	3(3-0)
IDS 351	Comparative Education	3(3-0)
IDS 352	Exceptional Children	3(3-0)
Total Credit Hours		15

6 th Semester		
Course Code	Course Title	Credit Hours
EDU 361	Educational Policies and Plans of Pakistan	3(3-0)
EDU 362	Teaching of Mathematics	3(3-0)
EDU 363	Teaching of Science	3(3-0)
Any one course from the following (Continuation of previous area of specialization)		
EDU 364	Early Childhood Education: History, Theory and Practice	3(3-0)
EDU 365	Models of Curriculum	3(3-0)
EDU 366	School Organization and Management	3(3-0)
IDS 361	Introduction to AI Tools	3(3-0)
Total Credit Hours		15



7 th Semester		
Course Code	Course Title	Credit Hours
EDU 471	Teaching of Social and Islamic Studies	3(3-0)
EDU 472	Contemporary Literacies	3(3-0)
Select any one group (Continuation of previous area of specialization)		
Group A		
EDU 473	Models of Early Childhood Care and Education	3(3-0)
EDU 474	Early Language and Literacy Development	3(3-0)
Group B		
EDU 475	Curriculum Evaluation and Assessment	3(3-0)
EDU 476	Localization and Contextualization of Curriculum	3(3-0)
Group C		
EDU 477	Educational Laws and Policies	3(3-0)
EDU 478	Leadership for Inclusive and Culturally Responsive Schools	3(3-0)
EDU 479	Practice Teaching – I	3(0-3)
Total Credit Hours		15(12-3)

8 th Semester		
Course Code	Course Title	Credit Hours
EDU 481	Teaching Profession	3(3-0)
Select any one group (Continuation of previous area of specialization)		
Group A		
EDU 482	Creative Arts and Expression for Early Learners	3(3-0)
EDU 483	Assessment of Learning in Early Years	3(3-0)
Group B		
EDU 484	Curriculum Change and Innovation	3(3-0)
EDU 485	Instructional Materials Development	3(3-0)
Group C		
EDU 486	Human Relations in School	3(3-0)
EDU 487	Educational Planning and Financing	3(3-0)
EDU 488	Practice Teaching – II	3(0-3)
CP-487	Capstone Project	3(0-3)
Total Credit Hours		15(09-6)



Note: The course contents for General Courses and Interdisciplinary/Allied Courses will be available in separate documents, titled "General Courses Cluster" and "Interdisciplinary Courses Cluster" on the University of Chitral website.

GE 111	Quantitative Reasoning-I	3(3-0)
GE 112	Functional English	3(3-0)
GE 113	Applications of Information and Communication Technologies	3(2-1)
GE 114	Fehm-e-Quran-I	1(0-1)
GE 115	Natural Sciences	3(3-0)
GE 116	Islamic Studies	2 (2-0)
GE 117	Ethics	2 (2-0)

GE 121	Quantitative Reasoning-II	3(3-0)
GE 122	Expository Writing	3(3-0)
GE 123	Fehm-e-Quran-II	1(0-1)
GE 124	Social Sciences	2(2-0)

GE 231	Pakistan Studies	2(2-0)
GE 232	Civics and Community Engagement	2(2-0)
GE 233	Seerat-un-Nabi	1(0-1)
GE 234	Arts & Humanities	2(2-0)
GE 235	Entrepreneurship	2(2-0)

GE 241	Ideology and Constitution of Pakistan	2(2-0)
--------	---------------------------------------	--------

IDS 361	Introduction to AI Tools	3(3-0)
---------	--------------------------	--------



EDU 111: Foundations of Education (3-0)

Course Description

This course introduces the foundational aspects of education by examining its philosophical, sociological, and historical perspectives. It enables students to understand the purpose, functions, and evolving nature of education in national and global contexts, with particular reference to Pakistan.

Learning Outcomes

Students will be able to:

1. Explain the concept and scope of education
2. Compare major educational philosophies and their applications
3. Analyze the role of education in society
4. Describe historical development of education in Pakistan
5. Evaluate contemporary educational issues

Unit-wise Detail

Unit 1: Introduction to Education

- Definitions and concept of education
- Nature and characteristics
- Scope and importance
- Types: formal, informal, non-formal

Unit 2: Philosophical Foundations

- Meaning of philosophy of education
- Idealism: principles, curriculum, teaching methods
- Realism: principles and applications
- Pragmatism: experiential learning
- Islamic philosophy of education

Unit 3: Sociological Foundations

- Education as a social institution
- Education and culture
- Socialization process
- Role of education in social change and development



Unit 4: Historical Foundations

- Indigenous education system
- Muslim contributions to education
- British education system
- Educational developments in Pakistan

Unit 5: Aims and Functions of Education

- Individual and social aims
- Moral, vocational, and democratic aims
- Role in national development

Unit 6: Contemporary Issues

- Access and equity
- Gender issues
- Quality of education
- Globalization and technological impact



2nd Semester		
Course Code	Course Title	Credit Hours
EDU 121	Education for Sustainable Development	3(3-0)
EDU 122	Educational Psychology	3(3-0)
GE 121	Quantitative Reasoning-II	3(3-0)
GE 122	Expository Writing	3(3-0)
GE 123	Pakistan Studies	2(3-0)
GE 124	Understanding of Quran-II	1(0-1)
Anyone from the following (Social Sciences)		
GE 125	Sociology	2(2-0)
GE 126	Philosophy	2(2-0)
GE 127	History	2(2-0)
Total Credit Hours		17(16-1)

EDU 121: Education for Sustainable Development 3(3-0)

Course Description

This course introduces the concept of sustainable development and its integration into education. It emphasizes environmental, social, and economic sustainability and prepares students to promote sustainable practices through education.

Learning Outcomes

Students will be able to:

1. Explain the concept of sustainable development
2. Analyze the role of education in sustainability
3. Identify environmental and social challenges
4. Promote sustainable practices in education

Unit-wise Detail

Unit 1: Introduction to Sustainable Development

- Concept, history, and importance
- Sustainable Development Goals (SDGs)

Unit 2: Dimensions of Sustainability

- Environmental sustainability
- Social sustainability



- Economic sustainability

Unit 3: Education for Sustainable Development (ESD)

- Concept and principles
- Role of teachers and institutions

Unit 4: Environmental Issues

- Climate change
- Resource depletion
- Pollution

Unit 5: Sustainable Practices

- Green education
- Community participation
- Sustainable lifestyles

References

- UNESCO (2017). *Education for Sustainable Development Goals*
- Hopkins & McKeown (2002). *Education for Sustainable Development*

EDU 122: Educational Psychology 3(3-0)

Course Description

This course explores psychological principles underlying teaching and learning, focusing on human development, learning theories, motivation, and classroom behavior.

Learning Outcomes

Students will be able to:

1. Understand major learning theories
2. Analyze stages of human development
3. Apply motivational strategies in teaching
4. Manage classroom behavior effectively

Unit-wise Detail

Unit 1: Introduction to Educational Psychology

- Nature and scope
- Methods and applications



Unit 2: Human Development

- Cognitive, emotional, social development
- Theories: Piaget, Erikson

Unit 3: Learning Theories

- Behaviorism (Skinner)
- Cognitivism
- Constructivism

Unit 4: Motivation and Learning

- Types of motivation
- Maslow's hierarchy
- Classroom applications

Unit 5: Individual Differences

- Intelligence
- Learning styles

Unit 6: Classroom Management

- Behavior management
- Positive learning environment

References

- Woolfolk, A. (2016). *Educational Psychology*
- Santrock, J. (2018). *Educational Psychology*



Course Description

This course equips students with methods, strategies, and materials for teaching Urdu as a first or second language, emphasizing literacy, grammar, and communication skills.

Learning Outcomes (CLOs)

Students will be able to:

1. Apply teaching methodologies for Urdu
2. Develop lesson plans and teaching materials
3. Assess Urdu language learning
4. Promote reading, writing, speaking, and listening skills

Unit-wise Detail

Unit 1: Introduction to Teaching Urdu

- Objectives, importance, and principles
- Challenges in teaching Urdu

Unit 2: Language Skills Development

- Reading, writing, speaking, listening

Unit 3: Teaching Grammar and Vocabulary

- Techniques and activities

Unit 4: Lesson Planning and Teaching Methods

- Direct method, communicative approach, task-based learning

Unit 5: Assessment in Urdu

- Tests, oral examinations, portfolios

References

- Khan, S. (2010). *Urdu Taleem-o-Tadris*
- Mahmood, I. (2015). *Teaching of Urdu as a Second Language*



Course Description

This course introduces fundamental concepts, methods, and techniques of educational research. It equips students with skills to design, conduct, and evaluate research studies in educational settings.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand the nature and purpose of research
2. Differentiate between qualitative and quantitative research
3. Develop research proposals
4. Apply data collection and analysis techniques
5. Interpret and report research findings

Unit-wise Detail

Unit 1: Introduction to Research

- Meaning, nature, and importance
- Types of research (basic, applied, action research)

Unit 2: Research Process

- Identifying research problem
- Literature review
- Formulation of objectives and hypotheses

Unit 3: Research Designs

- Quantitative and qualitative designs
- Experimental, descriptive, and survey methods

Unit 4: Data Collection Methods

- Questionnaires, interviews, observations
- Validity and reliability

Unit 5: Data Analysis

- Basic statistical techniques
- Interpretation of data

Unit 6: Research Report Writing



- Structure of research report
- Referencing and citation

References

- Creswell, J. (2018). *Research Design*
- Cohen, L. et al. (2017). *Research Methods in Education*

EDU 232: Curriculum Development (3(3-0)

Course Description

This course explores principles, processes, and models of curriculum development, implementation, and evaluation.

Learning Outcomes (CLOs)

Students will be able to:

1. Explain curriculum concepts and foundations
2. Analyze curriculum models
3. Design curriculum components
4. Evaluate curriculum effectiveness

Unit-wise Detail

Unit 1: Introduction to Curriculum

- Definition, types, and scope
- Hidden and formal curriculum

Unit 2: Foundations of Curriculum

- Philosophical, psychological, sociological bases

Unit 3: Curriculum Design

- Objectives, content, learning experiences
- Models (Tyler, Taba)

Unit 4: Curriculum Development Process

- Planning, implementation, evaluation

Unit 5: Curriculum Evaluation

- Techniques and approaches

References



- Ornstein & Hunkins (2017). *Curriculum Foundations*
- Tyler, R. (1949). *Basic Principles of Curriculum*

EDU 233: Teaching of English (3(3-0)

Course Description

This course focuses on methods and techniques for teaching English as a second/foreign language, emphasizing communicative competence.

Learning Outcomes (CLOs)

Students will be able to:

1. Apply language teaching methods
2. Teach language skills effectively
3. Design lesson plans
4. Assess language learning

Unit-wise Detail

Unit 1: Introduction to Language Teaching

- Nature of language
- Approaches (Grammar Translation, Direct Method, CLT)

Unit 2: Teaching Language Skills

- Listening and speaking
- Reading and writing

Unit 3: Teaching Grammar and Vocabulary

- Techniques and strategies

Unit 4: Lesson Planning

- Objectives, activities, assessment

Unit 5: Assessment in English Teaching

- Testing language skills

References

- Harmer, J. (2007). *How to Teach English*
- Richards & Rodgers (2014). *Approaches and Methods*



University of Chitral
BECOME WHAT YOU WANT TO BE

یونیورسٹی آف چترال

EDU 241: Critical Thinking and Reflective Practices (3(3-0))

Course Description



This course develops students' ability to think critically, analyze information, and engage in reflective practices in educational and professional contexts. It emphasizes problem-solving, reasoning, and self-assessment.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand principles of critical thinking
2. Apply critical reasoning to solve educational problems
3. Develop reflective practices for professional growth
4. Evaluate arguments and make informed decisions

Unit-wise Detail

Unit 1: Introduction to Critical Thinking

- Definition, importance, and principles
- Cognitive biases and logical fallacies

Unit 2: Reasoning and Argumentation

- Deductive and inductive reasoning
- Analyzing and constructing arguments

Unit 3: Reflective Practices

- Reflection-in-action and reflection-on-action
- Models: Gibbs' Reflective Cycle, Schön's Reflective Practice

Unit 4: Application in Education

- Reflective teaching
- Critical decision-making in classroom scenarios

Unit 5: Tools and Techniques

- Self-assessment, journals, peer feedback

References

- Brookfield, S. (2017). *Becoming a Critically Reflective Teacher*
- Paul, R., & Elder, L. (2014). *Critical Thinking: Tools for Taking Charge of Your Learning*

EDU 242: Educational Assessment and Evaluation (3(3-0))

Course Description



This course focuses on theories, principles, and practices of educational assessment and evaluation. It emphasizes formative and summative assessments, grading, and feedback for learning improvement.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand assessment principles
2. Develop and implement assessment tools
3. Interpret assessment results
4. Evaluate student learning and provide feedback

Unit-wise Detail

Unit 1: Introduction to Assessment and Evaluation

- Definitions, types, and purposes
- Difference between assessment and evaluation

Unit 2: Types of Assessment

- Formative, summative, diagnostic, standardized testing

Unit 3: Assessment Tools and Techniques

- Tests, quizzes, projects, performance assessments

Unit 4: Grading and Reporting

- Scoring, rubrics, reporting methods

Unit 5: Quality and Ethics in Assessment

- Reliability, validity, fairness, ethical considerations

References

- Nitko, A.J. & Brookhart, S.M. (2014). *Educational Assessment of Students*
- Brown, G. & Knight, P. (2012). *Assessing Learners in Higher Education*

EDU 244: School Administration (2(0-2))

Course Description

This course focuses on administrative principles, leadership, and management skills required to run educational institutions effectively.

Learning Outcomes (CLOs)

Students will be able to:



1. Apply leadership and management principles in schools
2. Organize administrative tasks efficiently
3. Manage resources and staff
4. Evaluate school performance

Unit-wise Detail

Unit 1: Introduction to School Administration

- Definition, scope, and importance
- Functions of school administration

Unit 2: Leadership in Education

- Leadership styles
- Decision-making and problem-solving

Unit 3: Management of School Resources

- Human resources, finances, infrastructure

Unit 4: Supervision and Evaluation

- Teacher appraisal, curriculum implementation, student performance

Unit 5: Administrative Challenges

- Conflict resolution, policy implementation, school-community relations

References

- Bush, T. (2011). *Theories of Educational Leadership and Management*
- Hoy, W.K., & Miskel, C.G. (2013). *Educational Administration: Theory, Research, and Practice*

EDU 244: Ideology and Curriculum Development (3(3-0))

Course Description

This course explores the relationship between national ideology and educational curriculum, highlighting how educational content reflects and promotes societal values.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand the ideological foundations of curriculum
2. Analyze curriculum in light of national objectives



3. Develop curriculum integrating societal and educational goals

Unit-wise Detail

Unit 1: Ideology and Education

- Concept of ideology
- Role of ideology in shaping education

Unit 2: Curriculum Foundations

- Philosophical, social, and cultural bases

Unit 3: Curriculum Design Models

- Tyler, Taba, Wheeler

Unit 4: Ideology in Curriculum

- Examples of national curricula
- Integration of Islamic and societal values

Unit 5: Evaluation of Curriculum

- Assessment of curriculum effectiveness
- Feedback and reform

References

- Ornstein & Hunkins (2017). *Curriculum: Foundations, Principles, and Issues*
- Popham, W. (2013). *Classroom Assessment and Curriculum Development*

IDS 241: Health and Safety Education (3(3-0))

Course Description

This course emphasizes health, hygiene, safety, and disaster preparedness for school and community settings.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand health and safety principles
2. Implement safety measures in schools
3. Promote hygiene and preventive health practices
4. Prepare for emergencies and disasters

Unit-wise Detail



Unit 1: Health Education

- Definition, importance, and components
- Hygiene practices

Unit 2: Safety Education

- School safety, workplace safety, accident prevention

Unit 3: First Aid and Emergency Response

- Basic first aid skills
- Fire safety and evacuation procedures

Unit 4: Community Health

- Environmental sanitation
- Preventive measures for communicable and non-communicable diseases

Unit 5: Disaster Preparedness

- Natural disasters: floods, earthquakes
- Safety drills and community awareness

References

- WHO (2020). *Health Promotion and Education*
- Koontz, H. (2016). *Safety and Health Education in School*

5 th Semester		
Course Code	Course Title	Credit Hours
EDU 351	School Studies and Management	3(3-0)
EDU 352	Teaching of Art, Crafts and Calligraphy	3(3-0)
Any one course from the following		
EDU 353	Child Care and Development	3(3-0)
EDU 354	Foundations of Educational Leadership	3(3-0)
EDU 355	Curriculum Planning, Design, and Implementation	3(3-0)
IDS 351	Comparative Education	3(3-0)
IDS 352	Exceptional Children	3(3-0)
Total Credit Hours		15



EDU 351: School Studies and Management (3(3-0))

Course Description

This course explores principles and practices of school management, administration, and organizational behavior in educational institutions. It emphasizes effective leadership, decision-making, and school improvement strategies.

Learning Outcomes (CLOs)

Students will be able to:

1. Understand the structure and functions of schools
2. Apply management and leadership principles in schools
3. Organize and supervise school activities effectively
4. Implement strategies for school improvement

Unit-wise Detail

Unit 1: Introduction to School Studies

- Nature, purpose, and types of schools
- Role of schools in society

Unit 2: Principles of School Management

- Planning, organizing, staffing, directing, and controlling
- Policies and procedures in school administration

Unit 3: Leadership in Schools

- Leadership styles and theories
- Decision-making and problem-solving

Unit 4: Supervision and Teacher Development

- Classroom observation, teacher appraisal, professional development

Unit 5: School Improvement and Quality Assurance

- Monitoring and evaluation
- Community involvement in schools

References

- Bush, T. (2011). *Theories of Educational Leadership and Management*
- Hoy, W.K., & Miskel, C.G. (2013). *Educational Administration: Theory, Research, and Practice*



EDU 352: Teaching of Art, Crafts, and Calligraphy (3(3-0))

Course Description

This course develops knowledge and skills in teaching visual arts, handicrafts, and calligraphy. It focuses on creativity, artistic techniques, and classroom application.

Learning Outcomes (CLOs)

Students will be able to:

1. Apply teaching strategies for art, crafts, and calligraphy
2. Demonstrate basic techniques in various art forms
3. Design lesson plans and creative projects
4. Assess students' artistic performance

Unit-wise Detail

Unit 1: Introduction to Art and Craft Education

- Importance of art, crafts, and calligraphy in education
- Aesthetic development and creativity

Unit 2: Teaching Techniques

- Drawing, painting, sketching
- Handicrafts, clay modeling, paper crafts

Unit 3: Calligraphy Skills

- Urdu and Arabic calligraphy basics
- Designing and practicing calligraphy projects

Unit 4: Lesson Planning and Assessment

- Designing art projects and activities
- Assessing creativity and artistic skills

Unit 5: Integration and Classroom Management

- Using art and crafts in interdisciplinary teaching
- Classroom organization for creative activities

References

- Eisner, E. (2002). *The Arts and the Creation of Mind*
- Gude, O. (2013). *Art Education for Life*



EDU 353: Child Care and Development (3(3-0))

Course

Focuses on the physical, cognitive, social, and emotional development of children, along with child care practices and early education strategies.

Description

CLOs

- Understand stages of child development
- Apply theories in classroom settings
- Implement effective child care practices

Unit-wise Detail

Unit 1: Introduction to Child Development

- Definition and importance of child development
- Stages of development: prenatal, infancy, early childhood, middle childhood
- Key theories: Piaget, Vygotsky, Erikson

Unit 2: Physical and Motor Development

- Growth patterns: height, weight, body proportions
- Gross motor skills: running, jumping, climbing
- Fine motor skills: writing, drawing, manipulation of objects

Unit 3: Cognitive and Language Development

- Cognitive milestones: thinking, reasoning, problem-solving
- Language acquisition: listening, speaking, vocabulary development
- Role of play in cognitive development

Unit 4: Social and Emotional Development

- Socialization: family, peers, and community influence
- Emotional growth: self-awareness, empathy, emotional regulation
- Development of personality and self-concept

Unit 5: Early Childhood Education and Care

- Principles and importance of early childhood education (ECE)
- Curriculum and play-based learning strategies
- Child care practices: health, hygiene, safety, and nurturing environments

References

- Berk, L. E. (2018). *Child Development*



- Piaget, J. (2000). *The Psychology of the Child*
- Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*

EDU 354: Foundations of Educational Leadership (3(3-0))

Course

Description

Covers leadership theories, styles, and practices relevant to educational institutions.

CLOs

- Understand leadership concepts
- Apply leadership in schools
- Manage teams and change effectively

Unit-wise Detail

Unit 1: Introduction to Educational Leadership

- Definition, importance, and scope of leadership in education
- Role of educational leaders in schools and institutions

Unit 2: Leadership Theories and Styles

- Overview of major leadership theories: trait, behavioral, contingency, transformational
- Leadership styles: autocratic, democratic, laissez-faire, instructional

Unit 3: Decision-Making and Problem-Solving

- Steps in effective decision-making
- Problem-solving strategies for school administration
- Role of data and evidence in decisions

Unit 4: Change Management in Schools

- Understanding change in educational settings
- Strategies to implement and manage change
- Overcoming resistance and promoting staff collaboration

Unit 5: Leadership for Quality Improvement

- Setting goals and performance standards
- Monitoring, evaluation, and continuous improvement
- Promoting professional development and student outcomes

References



- Leithwood, K., & Sun, J. (2012). *The Nature and Effects of Educational Leadership*
- Bush, T. (2011). *Theories of Educational Leadership and Management*

EDU 355: Curriculum Planning, Design, and Implementation (3(3-0))

Course

Description

Explores processes of curriculum development, design, and implementation for schools and educational programs.

CLOs

- Analyze curriculum needs
- Design and implement curriculum plans
- Evaluate curriculum effectiveness

Unit-wise Detail

Unit 1: Introduction to Curriculum Planning

- Meaning and purpose of curriculum planning
- Importance of aligning curriculum with educational goals
- Role of teachers, administrators, and policymakers

Unit 2: Curriculum Design Models

- **Overview of major models:**
 - Tyler Model: Objectives-focused approach
 - Taba Model: Grassroots, teacher-driven approach
 - Wheeler Model: Cyclical planning and continuous improvement

Unit 3: Implementation Strategies

- Methods for putting curriculum into practice
- Teacher preparedness, resource allocation, and classroom organization
- Monitoring and supporting effective delivery

Unit 4: Curriculum Evaluation and Revision

- Purpose of evaluation: assessing effectiveness and relevance
- Techniques: feedback from students, teachers, and stakeholders
- Revising curriculum based on evaluation outcomes

Unit 5: Integration of Curriculum and Assessment

- Linking learning objectives with assessments



- Using assessment results to improve teaching and learning
- Ensuring coherence between curriculum, instruction, and evaluation

References

- Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*
- Ornstein & Hunkins (2017). *Curriculum: Foundations, Principles, and Issues*

IDS 351: Comparative Education (3(3-0))

Course Description

This course examines educational systems, policies, and practices across countries to identify similarities, differences, and lessons for reform.

CLOs

- Understand global education systems
- Compare education policies and practices
- Apply comparative insights to local contexts

Unit-wise Detail

IDS 351: Comparative Education – Unit-wise Detail

Unit 1: Introduction to Comparative Education

- Definition, scope, and purpose
- Importance of comparing education across countries

Unit 2: Historical Development of Education Globally

- Key milestones in global education
- Evolution of formal schooling systems

Unit 3: Education Systems in Developed and Developing Countries

- Overview of primary, secondary, and higher education in selected countries
- Structure and governance differences

Unit 4: Curriculum, Pedagogy, and Assessment Comparison

- Comparison of curriculum frameworks
- Teaching methods and classroom

References

- Bray, M. (2011). *Comparative Education*



- Phillips, D. & Schweisfurth, M. (2014). *Comparative and International Education*

IDS 352: Exceptional Children (3(3-0))

Course Description

Focuses on understanding exceptional children, including those with learning difficulties, disabilities, and giftedness, and strategies for inclusive education.

CLOs

- Identify types of exceptionalities
- Develop inclusive teaching strategies
- Assess and support exceptional learners

Unit-wise Detail

Unit 1: Introduction to Exceptional Children

Definition of Exceptional Children
Children whose physical, cognitive, social, or emotional abilities differ significantly from the average.

Classification of Exceptionalities

- Mild, moderate, severe, and profound
- Temporary vs permanent exceptionalities

Historical Perspective
Evolution of special education, from institutionalization to inclusive education.

Importance of Understanding Exceptional Children
Ensuring equitable learning opportunities, social integration, and personal development.

Unit 2: Physical and Sensory Disabilities

Physical Disabilities

- Causes: congenital, acquired (accidents, illness)
- Types: mobility impairments, cerebral palsy, muscular dystrophy

Sensory Disabilities

- Visual impairments: blindness, low vision
- Hearing impairments: deafness, hard of hearing

Educational Implications

- Adaptive learning strategies



- Assistive technology (e.g., Braille, hearing aids)
- Classroom modifications

Unit 3: Learning and Behavioral Disorders

Learning Disabilities

- Dyslexia, dyscalculia, dysgraphia
- Symptoms, assessment methods, and instructional strategies

Behavioral Disorders

- ADHD (attention deficit hyperactivity disorder)
- Oppositional Defiant Disorder (ODD)
- Conduct disorders

Educational Strategies

- Individualized Education Plans (IEPs)
- Classroom management techniques
- Positive behavior reinforcement

Unit 4: Gifted and Talented Children

Definition

and

Characteristics

High intellectual, creative, or artistic abilities beyond the norm

Identification

- IQ tests, standardized tests, teacher observation, portfolios

Educational Needs

- Enrichment programs
- Acceleration strategies
- Mentoring and special projects

Social-Emotional

Considerations

Addressing perfectionism, social integration, and motivation

Unit 5: Inclusive Education Strategies and Policies

Definition

and

Importance

of

Inclusion

Integrating exceptional children into regular classrooms with support

Teaching Strategies for Inclusion

- Differentiated instruction



- Peer-assisted learning
- Universal Design for Learning (UDL)

Support Services

- Special educators, therapists, counselors
- Resource rooms and assistive technologies

Policies and Legislation

- International: UN Convention on the Rights of Persons with Disabilities (CRPD)
- National: Pakistan's National Education Policy, Disability Rights Acts
- Challenges and Solutions
 - Overcoming stigma, teacher training, accessibility, and community awareness

References

- Hallahan, D., Kauffman, J., & Pullen, P. (2018). *Exceptional Learners*
- Friend, M. & Bursuck, W. (2018). *Including Students with Special Needs*

6 th Semester		
Course Code	Course Title	Credit Hours
EDU 361	Educational Policies and Plans of Pakistan	3(3-0)
EDU 362	Teaching of Mathematics	3(3-0)
EDU 363	Teaching of Science	3(3-0)
Any one course from the following (Continuation of previous area of specialization)		
EDU 364	Early Childhood Education: History, Theory and Practice	3(3-0)
EDU 365	Models of Curriculum	3(3-0)
EDU 366	School Organization and Management	3(3-0)
IDS 361	Family Problems and Interventions	3(3-0)
Total Credit Hours		15

EDU 361: Educational Policies and Plans of Pakistan (3(3-0))

Course Description

This course provides an overview of Pakistan's educational policies, planning strategies, and reforms. It emphasizes policy development, implementation, and evaluation.



Learning Outcomes (CLOs)

Students will be able to:

1. Understand historical and current education policies of Pakistan
2. Analyze national educational plans and reforms
3. Evaluate the impact of policies on education quality

Unit-wise Detail

Unit 1: Introduction to Educational Policies

- Definition, scope, and importance of educational policy

Unit 2: Historical Overview of Education in Pakistan

- Key milestones in educational development
- Colonial and post-independence reforms

Unit 3: National Education Policies

- Policies of 1972, 1992, 2009, and recent policies
- Goals, objectives, and implementation strategies

Unit 4: Education Planning

- Short-term and long-term planning
- Role of federal and provincial governments

Unit 5: Evaluation and Impact of Policies

- Policy implementation challenges
- Lessons for future policy reforms

References

- Government of Pakistan. *National Education Policy Documents*
- Bhatti, M. (2016). *Education in Pakistan: Policy, Planning, and Practice*

EDU 362: Teaching of Mathematics (3(3-0))

Course Description

This course focuses on teaching strategies, methods, and assessment of mathematics for school students, emphasizing understanding, reasoning, and problem-solving.

CLOs

- Apply effective teaching methods in mathematics



- Develop lesson plans and instructional materials
- Assess student learning and mathematical thinking

Unit-wise Detail

Unit 1: Introduction to Mathematics Teaching

- Objectives and importance of mathematics education
- Curriculum standards and learning outcomes

Unit 2: Teaching Methods and Strategies

- Problem-solving, discovery, and activity-based learning
- Use of technology in teaching mathematics

Unit 3: Lesson Planning and Instructional Materials

- Designing lesson plans
- Manipulatives, visual aids, and resources

Unit 4: Assessment in Mathematics

- Formative and summative assessment
- Evaluating problem-solving skills

Unit 5: Addressing Learning Difficulties

- Remedial teaching strategies
- Supporting slow learners and gifted students

References

- NCTM. (2014). *Principles and Standards for School Mathematics*
- Van de Walle, J. (2013). *Elementary and Middle School Mathematics Teaching*

EDU 363: Teaching of Science (3(3-0))

Course Description

This course emphasizes teaching strategies for science subjects, including inquiry-based learning, experimentation, and integrating technology.

CLOs

- Apply effective science teaching strategies
- Develop experiments and practical activities
- Assess scientific understanding and reasoning



Unit-wise Detail

Unit 1: Introduction to Science Education

- Nature, scope, and objectives of science education

Unit 2: Teaching Methods in Science

- Inquiry-based learning, problem-solving, and experiments

Unit 3: Curriculum and Lesson Planning

- Designing science lessons and lab activities

Unit 4: Assessment in Science

- Practical and theoretical evaluation
- Diagnostic and formative assessments

Unit 5: Integrating Technology in Science Teaching

- Multimedia, simulations, and virtual labs
- Enhancing student engagement and understanding

References

- Millar, R., & Osborne, J. (1998). *Beyond 2000: Science Education for the Future*
- Bybee, R. W. (2013). *The BSCS 5E Instructional Model*

EDU 364: Early Childhood Education: History, Theory, and Practice (3(3-0))

Course Description

Covers the evolution, theories, and practical approaches in early childhood education (ECE).

CLOs

- Understand history and theories of ECE
- Apply teaching practices for young children
- Design child-centered learning activities

Unit-wise Detail

Unit 1: History of Early Childhood Education

- Global and national perspective
- Key milestones and pioneers

Unit 2: Theoretical Foundations

- Piaget, Vygotsky, Erikson, Montessori



Unit 3: Curriculum and Pedagogy

- Child-centered approaches
- Play-based learning and activity design

Unit 4: Classroom Organization and Materials

- Learning environment, resources, and daily routines

Unit 5: Assessment and Evaluation in ECE

- Observations, portfolios, and developmental checklists

References

- Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods*
- Bredekamp, S. (2014). *Developmentally Appropriate Practice in Early Childhood Programs*

EDU 365: Models of Curriculum (3(3-0))

Course Description

Explores different curriculum models and their applications in schools.

CLOs

- Understand key curriculum models
- Apply models in curriculum planning and development

Unit-wise Detail

Unit 1: Introduction to Curriculum Models

- Definition and significance

Unit 2: Tyler Model

- Objectives-based approach

Unit 3: Taba Model

- Grassroots, teacher-driven approach

Unit 4: Wheeler Model

- Cyclical planning and evaluation

Unit 5: Comparative Analysis of Models

- Strengths, limitations, and applicability

References



- Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*
- Ornstein & Hunkins (2017). *Curriculum: Foundations, Principles, and Issues*

EDU 366: School Organization and Management (3(3-0)

Course Description

Covers principles of school organization, administrative practices, and leadership in managing educational institutions.

CLOs

- Understand school organizational structure
- Apply management and leadership principles
- Evaluate school performance and improvement strategies

Unit-wise Detail

Unit 1: Introduction to School Organization

- Structure, functions, and objectives

Unit 2: Administrative Principles

- Planning, organizing, staffing, coordinating, controlling

Unit 3: Leadership and Decision-Making

- Leadership styles, problem-solving, and communication

Unit 4: School Management Practices

- Resource allocation, timetabling, supervision

Unit 5: Evaluation and Quality Improvement

- Monitoring, teacher appraisal, and school performance

References

- Bush, T. (2011). *Theories of Educational Leadership and Management*
- Hoy, W.K., & Miskel, C.G. (2013). *Educational Administration: Theory, Research, and Practice*

IDS 361: Family Problems and Interventions (3(3-0)

Course Description

Examines common family problems and intervention strategies in educational and social contexts.



CLOs

- Identify family problems and their causes
- Apply intervention strategies for family well-being
- Develop preventive and supportive programs

Unit-wise Detail

Unit 1: Introduction to Family Studies

- Concept, types, and functions of family

Unit 2: Common Family Problems

- Divorce, domestic violence, substance abuse, economic issues

Unit 3: Impact of Family Problems on Children and Society

- Emotional, social, and educational consequences

Unit 4: Intervention Strategies

- Counseling, mediation, social support programs

Unit 5: Preventive and Policy Measures

- Community-based programs
- Government policies and social services

References

- Walsh, F. (2012). *Normal Family Processes*
- McGoldrick, M., Pearce, J.K., & Giordano, J. (2008). *The Handbook of Family Therapy*

7 th Semester		
Course Code	Course Title	Credit Hours
EDU 471	Teaching of Social Studies and Islamiat	3(3-0)
EDU 472	Contemporary Literacies	3(3-0)
Select any one group (Continuation of previous area of specialization)		
Group A		
EDU 473	Models of Early Childhood Care and Education	3(3-0)
EDU 474	Early Language and Literacy Development	3(3-0)
Group B		
EDU 475	Curriculum Evaluation and Assessment	3(3-0)
EDU 476	Localization and Contextualization of Curriculum	3(3-0)
Group C		



EDU 477	Educational Laws and Policies	3(3-0)
EDU 478	Leadership for Inclusive and Culturally Responsive Schools	3(3-0)
EDU 479	Practice Teaching – I	3(0-3)
Total Credit Hours		15(12-3)

EDU 471: Teaching of Social Studies and Islamiat (3(3-0))

Unit 1: Introduction to Social Studies and Islamiat Teaching

- Objectives, scope, and significance
- Integration of national and Islamic values

Unit 2: Curriculum and Lesson Planning

- Curriculum structure and standards
- Designing lesson plans, activities, and learning outcomes

Unit 3: Teaching Strategies

- Inquiry-based learning, discussion, storytelling
- Use of multimedia and teaching resources

Unit 4: Classroom Assessment

- Formative and summative assessment techniques
- Questioning strategies and feedback

Unit 5: Integration and Application

- Linking topics to contemporary social and ethical issues
- Promoting civic responsibility and moral values

EDU 472: Contemporary Literacies (3(3-0))

Unit 1: Introduction to Contemporary Literacies

- Definition and scope of literacy beyond reading and writing
- Importance of literacy in 21st-century learning

Unit 2: Digital Literacy



- Technology for learning
- Online communication, safe practices, and evaluating digital content

Unit 3: Media Literacy

- Understanding and analyzing media messages
- Critical thinking about advertisements, news, and social media

Unit 4: Information Literacy

- Research skills, evaluating sources
- Academic integrity and citation practices

Unit 5: Integration in Classroom

- Project-based and collaborative learning
- Integrating literacy across subjects

Group A: Early Childhood Specialization

EDU 473: Models of Early Childhood Care and Education (3(3-0))

Unit 1: Introduction to ECE Models

- Purpose and importance of early childhood education
- Global perspective on ECE

Unit 2: Montessori Model

- Principles and classroom implementation
- Role of teacher and learning materials

Unit 3: Reggio Emilia and Waldorf Models

- Philosophy, curriculum structure, and teaching approach

Unit 4: Play-Based and Activity-Centered Models

- Designing activities for holistic development
- Child-centered learning

Unit 5: Evaluation and Adaptation of ECE Programs

- Assessing program effectiveness
- Contextual adaptation for local needs

EDU 474: Early Language and Literacy Development (3(3-0))

Unit 1: Introduction to Early Language Development



- Language acquisition stages and milestones
- Role of environment and caregivers

Unit 2: Pre-Literacy Skills

- Listening, speaking, vocabulary development

Unit 3: Emergent Literacy

- Reading and writing readiness
- Phonemic awareness and comprehension

Unit 4: Literacy Interventions and Teaching Strategies

- Storytelling, rhymes, and play-based learning

Unit 5: Assessment of Literacy Development

- Observation, portfolios, and developmental checklists

Group B: Curriculum Specialization

EDU 475: Curriculum Evaluation and Assessment (3(3-0))

Unit 1: Introduction to Curriculum Evaluation

- Purpose and importance
- Key concepts and principles

Unit 2: Evaluation Models

- Tyler Model, Stake Model, CIPP Model

Unit 3: Designing Assessment Tools

- Tests, rubrics, checklists, performance tasks

Unit 4: Analysis and Interpretation of Results

- Using data to improve teaching and curriculum

Unit 5: Application for Curriculum Improvement

- Feedback and revisions
- Aligning assessments with learning outcomes

EDU 476: Localization and Contextualization of Curriculum (3(3-0))

Unit 1: Introduction to Curriculum Localization

- Concept and importance
- Principles of contextual adaptation



Unit 2: Cultural and Societal Influences

- Integrating local culture, language, and traditions

Unit 3: Adapting Curriculum Content

- Modifying instructional materials and activities
- Addressing learner needs

Unit 4: Case Studies of Localized Curriculum

- Examples from different contexts

Unit 5: Evaluation of Localized Curriculum

- Effectiveness and impact on learning outcomes

Group C: Leadership and Policy Specialization

EDU 477: Educational Laws and Policies (3(3-0))

Unit 1: Introduction to Educational Laws

- Definition, purpose, and scope
- Legal framework in education

Unit 2: National Laws and Policies

- Pakistan education acts, regulations, and rights

Unit 3: International Laws and Conventions

- UN Convention on the Rights of Persons with Disabilities (CRPD)
- Global education standards

Unit 4: Rights and Responsibilities

- Teachers' and students' rights
- Policy implications for schools

Unit 5: Application and Case Studies

- Legal considerations in school management
- Resolving disputes and policy implementation

EDU 478: Leadership for Inclusive and Culturally Responsive Schools (3(3-0))

Unit 1: Introduction to Inclusive Leadership

- Definition and importance in education
- Principles of equity and inclusion



Unit 2: Culturally Responsive Education

- Understanding culture, diversity, and identity
- Strategies to respect cultural differences

Unit 3: Strategies for Promoting Inclusion

- Classroom practices and differentiated instruction
- Peer support and collaborative learning

Unit 4: Leadership for Diversity Management

- Policy and decision-making for inclusivity
- Managing diverse staff and student population

Unit 5: Evaluation and Continuous Improvement

- Assessing inclusivity and cultural responsiveness
- Developing action plans for improvement



8 th Semester		
Course Code	Course Title	Credit Hours
EDU 481	Teaching Profession	3(3-0)
Select any one group (Continuation of previous area of specialization)		
Group A		
EDU 482	Creative Arts and Expression for Early Learners	3(3-0)
EDU 483	Assessment of Learning in Early Years	3(3-0)
Group B		
EDU 484	Curriculum Change and Innovation	3(3-0)
EDU 485	Instructional Materials Development	3(3-0)
Group C		
EDU 486	Human Relations in School	3(3-0)
EDU 487	Educational Planning and Financing	3(3-0)
EDU 488	Practice Teaching – II	3(0-3)
CP-487	Capstone Project	3(0-3)
Total Credit Hours		15(09-6)

EDU 481: Teaching Profession (3(3-0))

Course

Explores the teaching profession, its history, roles, ethics, standards, and challenges. It helps students understand the expectations of teachers in modern education.

Description:

Learning Outcomes:

- Explain the historical and contemporary perspectives of teaching
- Identify teacher roles and ethical responsibilities
- Apply reflective practices to professional growth

Unit-wise Detail:

Unit 1: Introduction to the Teaching Profession

- Definition and nature of teaching
- Importance of teaching in society
- Historical perspectives on teaching profession

Unit 2: Professional Roles and Responsibilities

- Classroom management and instructional responsibilities
- Teacher ethics and professional conduct



- Responsibilities toward students, parents, and community

Unit 3: Professional Development

- Continuous professional growth
- Reflective practice and self-assessment
- Mentorship and collaborative learning

Unit 4: Teacher Standards and Competencies

- Knowledge, pedagogical skills, and attitudes
- Competency frameworks for teachers
- Alignment with national professional standards

Unit 5: Challenges in Teaching Profession

- Common challenges: motivation, workload, classroom diversity
- Strategies to overcome professional challenges

Group A: Early Childhood Specialization

EDU 482: Creative Arts and Expression for Early Learners (3(3-0))

Course

Develops skills to use creative arts (visual, musical, dramatic) for holistic development of young children.

Description:

Learning Outcomes (CLOs):

- Design creative activities for early learners
- Facilitate expression through art, music, and drama
- Evaluate developmental outcomes of creative activities

Unit-wise Detail:

Unit 1: Introduction to Creative Arts

- Definition and importance of creative arts in early learning
- Role of arts in cognitive, emotional, and social development

Unit 2: Art Activities

- Drawing, painting, and craft activities
- Using materials to encourage exploration and creativity

Unit 3: Music and Movement



- Singing, rhythm activities, dance
- Movement and coordination development

Unit 4: Drama and Role Play

- Storytelling, puppetry, and dramatization
- Enhancing communication and social skills

Unit 5: Assessment and Integration

- Observing children's creativity
- Linking arts to early learning curriculum

EDU 483: Assessment of Learning in Early Years (3(3-0))

Course

Description:

Focuses on methods and tools to assess learning and development in early childhood.

Learning Outcomes (CLOs):

- Implement assessment tools for young learners
- Analyze assessment data for instructional improvement
- Provide feedback to support learning

Unit-wise Detail:

Unit 1: Introduction to Assessment

- Purpose and principles of assessment
- Difference between assessment and evaluation

Unit 2: Types of Assessment

- Formative, summative, diagnostic, observational assessment
- Importance of continuous assessment

Unit 3: Tools and Techniques

- Checklists, portfolios, rating scales, anecdotal records
- AGE appropriate assessment instruments

Unit 4: Interpreting Assessment Results

- Understanding developmental milestones
- Reporting results to parents and educators

Unit 5: Supporting Learning Through Assessment



- Using assessment to guide instruction
- Individualized learning strategies

Group B: Curriculum Specialization

EDU 484: Curriculum Change and Innovation (3(3-0))

Course

Description:

Examines curriculum innovation, models of change, implementation strategies, and evaluation of curriculum initiatives.

Learning Outcomes (CLOs):

- Explain models of curriculum change
- Implement innovative curriculum strategies
- Evaluate curriculum effectiveness

Unit-wise Detail:

Unit 1: Introduction to Curriculum Change

- Meaning and importance of change
- Factors influencing curriculum innovation

Unit 2: Models of Innovation

- Incremental vs. radical change
- Technology-driven curriculum models

Unit 3: Implementation Strategies

- Planning for change
- Stakeholder engagement and teacher training

Unit 4: Evaluation of Innovations

- Assessing outcomes and impact on learning
- Feedback and revision

Unit 5: Future Trends in Curriculum

- Global trends and emerging practices
- Contextualized and sustainable curriculum

EDU 485: Instructional Materials Development (3(3-0))



Course

Focuses on creating effective instructional materials to support teaching across subjects.

Description:

Learning Outcomes (CLOs):

- Develop print and digital instructional materials
- Integrate ICT in teaching
- Evaluate and adapt materials for learners

Unit-wise Detail:

Unit 1: Introduction to Instructional Materials

- Definition, importance, and types of materials

Unit 2: Development Process

- Needs assessment
- Designing content and activities

Unit 3: Audio-Visual and Multimedia Materials

- Charts, slides, videos, models
- ICT integration in lessons

Unit 4: Evaluation and Adaptation

- Testing for effectiveness
- Adapting materials for diverse learners

Unit 5: Classroom Implementation

- Using materials to achieve lesson objectives
- Encouraging student engagement

Group C: Leadership and Policy Specialization

EDU 486: Human Relations in School (3(3-0))

Course

Covers interpersonal skills, communication, teamwork, and conflict management in school settings.

Description:

Learning Outcomes (CLOs):

- Demonstrate effective interpersonal communication
- Apply teamwork and collaboration strategies



- Manage conflicts and promote positive school climate

Unit-wise Detail:

Unit 1: Introduction to Human Relations

- Concept and importance
- Role in school environment

Unit 2: Communication Skills

- Verbal, non-verbal, and active listening

Unit 3: Teamwork and Collaboration

- Collaboration with colleagues, parents, and community

Unit 4: Conflict Management

- Identifying, resolving, and preventing conflicts

Unit 5: Promoting School Climate

- Motivation and morale
- Encouraging professional growth

EDU 487: Educational Planning and Financing (3(3-0))

Course

Focuses on planning, budgeting, financing, and evaluating educational programs for effective management.

Description:

Learning Outcomes (CLOs):

- Apply principles of educational planning
- Manage budgets and resources effectively
- Evaluate educational plans and funding strategies

Unit-wise Detail:

Unit 1: Introduction to Educational Planning

- Purpose and levels of planning
- Short-term and long-term planning

Unit 2: Planning Process

- Needs assessment, goal setting, strategy development

Unit 3: Educational Financing



- Budgeting, resource allocation, funding sources

Unit 4: Evaluation of Plans and Budgets

- Monitoring implementation and financial accountability

Unit 5: Challenges and Strategies

- Innovative approaches for sustainable management
- Addressing financial and planning constraints