



University of Chitral
BECOME WHAT YOU WANT TO BE

یونیورسٹی آف چھترار

Scheme of Studies B.Ed (1.5)
Fall 2025

Additional Director Academics
University of Chitral

Department of Education

University of Chitral



BACHELOR OF EDUCATION (B.Ed. 1.5 YEAR)

Program Description

The B.Ed. 1.5-year program focuses on producing skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and the broader community. The changing landscape of teaching and learning, and the increasing demand of well-trained and committed teachers, are making this degree program not just an academic pursuit but a vital contribution to societal development. This breadth of knowledge ensures that future educators are well-prepared to teach various subjects at different educational levels, from early years to higher levels. The Bachelor of Education (B.Ed.) 1.5-year program is designed in accordance with the Revised Teacher Education Roadmap, notified on December 30, 2022, and the provisions of the HEC Undergraduate Education Policy V1.1, to provide students with a comprehensive understanding of the teaching and learning process.

Eligibility Criteria

The eligibility requirement for admission in the Bachelor of Education (B.Ed.) 1.5-year degree program is a 16-year qualification in disciplines other than Education. The 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 Structure – B. ED (1.5 Years)

The Bachelor of Education (B.Ed.) 1.5-year degree program is structured for students who have already completed their four-year degrees in specific field other than Education. B.Ed 1.5-year degree program comprises of 54 credit hours spread over three (03) semesters, provided that the total number of credit hours are reasonably set to achieve the Program Learning Objectives (PLOs) without putting undue burden on students.

Credit Hours		54 credit hours
Major		45 credit hours
Courses		
	Professional Courses Education (Compulsory/Fixed)	36 credit hours (12 courses)
	Pedagogy Courses (Compulsory/Fixed)	03 credit hours (01 course) (Any one from the Pool related to previous field in BS/MA/MSc)
	Practice Teaching (Practical/Fixed)	06 credits (02 courses)
Interdisciplinary Courses		06 credit hours (2 courses) (From Pool of Courses)
Capstone Project/Thesis		3 Credit hours
Program Duration		Minimum: 03 Semesters Maximum: 04 Semesters
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 Up-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 hour 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

Semester-I		
Course Code	Courses	Credit Hours
EDU 611	Foundations of Education	3 (3-0)
EDU -612	Inclusive Education	3 (3-0)
EDU 613	Critical Thinking and Reflective Practices	3 (3-0)
Any one subject from the following (Interdisciplinary)		
IDS 611	Education, Power and Politic	3(3-0)
IDS 612	Human Growth and Development	3(3-0)
IDS 613	Child Abuse and Safety	3(3-0)
Any one subject from the following (Pedagogy)		
EDU 614	Teaching of Science	3(3-0)
EDU 615	Teaching of Language	3(3-0)
EDU 616	Teaching of Social Science	3(3-0)
Total Credits (15)		

SEMESTER II		
Course Code	Courses	Credit Hours
EDU 621	Research Methods in Education	3(3-0)
EDU 622	Curriculum Development	3(3-0)
EDU 623	General Methods of Education	3(3-0)
EDU 624	Educational Psychology	3 (3-0)
Any one subject from the following (Interdisciplinary Courses)		
IDS 621	Economics of Education	3(3-0)
IDS 622	Guidance and Counselling in School	3(3-0)
IDS 623	Media Education	3(3-0)
EDU 625	Practice Teaching-I	3(0-3)
EDU 626	Capstone Project	3(0-3)
Total Credits 21(15-6)		



SEMESTER III		
Course Code	Courses	Credit Hours
EDU 731	Educational Assessment and Evaluation	3(3-0)
EDU 732	School Management	3(3-0)
EDU 733	Educational Policies and Plans of Pakistan	3(3-0)
EDU 734	Contemporary Literacies	3(3-0)
EDU 735	Teaching Profession	3(3-0)
EDU 736	Practice Teaching II	3(0-3)
Total Credits18 (15-3)		



Title of Course: Foundations of Education

Course Code: EDU 611

Credit Hrs: 03

Learning Objectives/Learning Outcomes:

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

Explain the important features of foundation of education

Specify the role of educational thinkers in education

Discuss the modes of education

Discuss historical development of Pakistan

Evaluate the issues and problems of education.

Course Outline:

Unit 1: Ideological Foundation of Education

Islamic Foundations

Islamic concept of Peace

Other religions and Islam

Ideology and teachers

Unit 2: Philosophical Foundations of Education

Philosophy and Education

Main Philosophical Thoughts

Idealism

Realism

Pragmatism

Re-constructionism

Unit 3: Psychological Foundations of Education

Learning and Maturation

Individual Differences

Self-Concept **Week 06**

Academic Aptitude

Instructional Strategies and Psychology

Unit 4: Socio-Economic Foundations of Education

Concept of Society and Culture

Social Conditions and Education

Economic Conditions and Education

Politics and Education

Unit 5: Historical Foundations of Education in Pakistan



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

Period from 1947-1958

Period From 1959-1971

Period from 1972-1979

Period from 1980 -1991

Period from 1992 – to date

Unit 6: Aims of Education

Aims, Goals and Objectives

Taxonomies of Objectives

Aims and Objectives of Education in Pakistan

Unit 7: Problems and Issues in Education in Pakistan

Universalization of Primary Education

Literacy

Medium of Instruction

Diversification of Education

Environmental Education

Gender and Education

Islamization of Education

Special Education

Health Education / Drug Education

HIV / Aids, STIs, Hepatitis

Reference Material:

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

Publications.

Eugene, F.P. (2005). *Critical issues in education: Anthology of reading*. New York: Sage

Publications.

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

Publications.

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

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



Course Title: Inclusive Education

Course Code: EDU 612

Credit Hours: 03 (3–0)

Course Description

This course introduces prospective teachers to the philosophy, principles, and practices of inclusive education with particular reference to Pakistan and other developing countries. It focuses on identifying learner diversity, adapting curriculum and instruction, applying inclusive models, and addressing community-based challenges to ensure equitable educational opportunities for all learners, including those with disabilities and learning difficulties.

Course Learning Outcomes

1. Explain inclusion in relation to critical learning periods, teachable moments, and regular classroom settings using ethical, social, and developmental perspectives.
2. Critically analyze challenges in implementing inclusive education programs within their own communities and school systems in Pakistan.
3. Design appropriate training and instructional strategies required to implement and sustain inclusive education programs effectively.

Course Outline

Unit 01: Introduction to Inclusive Education

- Definition and Concept of Inclusion
- Rationale for Inclusive Education
- Ethical Issues in Inclusion
- Socialization Issues
- Developmental Issues
- Supporting Inclusion
- Structuring Child–Child Interactions
- Planning Classroom Activities
- Professional Collaboration
- Benefits of Inclusion (Children with Disabilities, Typically Developing Children, Families, Society)
- Concerns and Challenges of Inclusion

Unit 02: Inclusion Strategies in Classroom Practice

- Identifying classroom environmental, curricular, and instructional demands
- Assessing student learning strengths and needs
- Identifying potential areas of student progress



- Recognizing potential problem areas
- Using assessment information to brainstorm instructional adaptations
- Selecting and implementing appropriate adaptations
- Evaluating student progress and instructional effectiveness

Unit 03: Models of Inclusive Education

- Methods to enhance inclusion of students with disabilities
- Instructional model of inclusion
- Developmental model of inclusion
- Functional model of inclusion

Unit 04: Adaptations Necessary for Inclusive Education

- Students with low-incidence disabilities
- Students with moderate, severe, or multiple disabilities
- Students with sensory impairments
- Students with physical or health disabilities
- Students with autism spectrum disorder
- Students with high-incidence disabilities
- Students with communication disorders
- Students with learning and behavioral disabilities

Unit 05: Analyzing the Instructional Environment

- Inclusive practices in developed countries
- Organization of inclusive classrooms
- Group formation strategies for inclusive instruction
- Instructional materials for inclusive classrooms
- Instructional methods based on student needs

Unit 06: Inclusive Education in Pakistan and Other Developing Countries

- Availability of local expertise and teacher training
- Establishment of inclusive schools
- Literature and policy promotion of inclusive education
- Short-term and long-term training provisions
- Key issues and challenges in implementation

Recommended Books

4. Allen, K. E., & Schwartz, I. S. (1996). *The Exceptional Child: Inclusion in Early Childhood Education*. Albany, NY: Delmar Publishers.
5. Friend, M., & Bursuck, W. (1996). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston: Allyn and Bacon.



6. Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (1995). Teaching Students with Special Needs in Inclusive Settings. Boston: Allyn and Bacon.

Course Title: Critical Thinking and Reflective Practices

EDU -613

Credit Hrs-03

Course description

Critical Thinking and development of critical thinking skills is the address of every educational institute around the globe. This course is designed for undergraduate program of teacher preparation. It is expected that the teachers of twenty first century should be able to not only learn and review the current policies and practices in education but may also have the ability to think critically and reflect upon the current practices to bring positive changes. This course will introduce the prospective teachers to critical theory, and help them to become reflective practitioners. This course will also help them to initiate action research culture within education and strengthen the community of practice in the profession of teaching. This course helps learners develop higher-order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks, and understand their own thinking and learning strategies.

Learning outcomes:

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

- Apply critical thinking and critical pedagogy in teaching
- Analyze the content and design classroom instruction in innovative manner
- Review and reflect on own teaching practices for further improvement
- Conduct action research within classroom settings
- Become a cautious and active member of community of teaching and learning
- Understand the relationship of critical thinking with reading and writing
- Foster rational motivation among the students
- Describe in detail the multidisciplinary nature of educational psychology
- Familiarize students with basic theories derived from various discipline which are related to education



- Develop critical thinking about and appreciation of education psychology as multidisciplinary subject
- Familiarize with the concept of test development

Week: 1-3	Unit 1: Introduction to Critical Thinking
1	• Introduction to the Fundamentals of Critical Thinking • Why Critical Thinking Matters? • Critical Thinking and the Process of Analysis
2	• Teaching Students to Think Theoretically • Teaching Students to Think Empirically • Critical Theory and Pedagogy
Week 3-4	Unit 2 Strategies and Techniques to develop critical Thinking
3	• Brain Storming 94 • Concept Mapping • Generalization and Testing the Limits
4	• Venn Diagram • Logical Reasoning
Week 5-6	Unit 3: Critical Thinking and Art of Questioning
5	• Critical Thinking and Socratic Questioning • Teaching Students to Ask Good Questions & Follow up the Implications of Thought • Teaching Students to narrate, analyze, and evaluate their own 'Points'
6	• View' and of others • Open and Close ended Questions
Week : 7-8	Unit 4 Critical Thinking and its Applications
7	• Interrogating the Text • Primary and Secondary Sources • Characteristics of Academic Text
8	• Status of Evidence • Status of The Author • Comparing and Contrasting Different Sources
Week : 09	Unit 5: Introduction to Reflection
9	• Meaning of reflection on practice/educational issues • Significance of reflection for teacher
Week: 10-11	Unit 6: Major Proponents of Reflective Practice



10-11	• John Dewey • Stanhouse • D,Schon
Week 12-13	Unit 7 Process and Techniques of Reflection
12-13	• Process of reflection • Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research) • Skills for reflection
Week 14-16	Unit 8 Application of skills and approaches to reflection
	• Systematic reflection throughout the coursework • Identify key questions for their own role as novice teachers • Understand the issues in becoming a reflective practitioner • Teacher as a critical thinker

Course Title: Education, Power and Politics

Course Code: IDS-611

Credit Hours: 03 (3–0)

Course Description

This course examines the complex relationship between education, power, and political processes. It explores how educational systems are shaped by political ideologies, state policies, economic forces, and social structures, and how education in turn reproduces or challenges social inequalities. The course emphasizes critical perspectives with reference to Pakistan and global contexts.

Course Learning Outcomes

1. Explain major theories linking education with power, ideology, and political control.
2. Analyze how education policies reflect political priorities and influence social stratification.
3. Critically examine the role of schools, curriculum, and teachers in reproducing or resisting power structures.
4. Evaluate education reforms and governance systems in Pakistan and other developing countries from a political perspective.
5. Propose strategies for promoting equity, democratic values, and social justice through education.

Course Outline

Unit 01: Education and Power – Conceptual Foundations

- Concept of power, politics, and ideology



- Education as a social and political institution
- Relationship between education, state, and society
- Education and social control
- Education and social change

Unit 02: Theoretical Perspectives on Education and Power

- Functionalist perspective on education and social order
- Conflict theory and education
- Marxist and neo-Marxist views of schooling
- Bourdieu: cultural capital and symbolic power
- Critical pedagogy: Freire and Giroux

Unit 03: Politics of Curriculum and Knowledge

- Curriculum as ideological selection of knowledge
- Hidden curriculum and power relations
- Language, culture, and curriculum politics
- Textbooks and national identity
- Standardization and assessment as political tools

Unit 04: Education Policy, Governance, and Reform

- Education policy-making processes
- Role of state, bureaucracy, and political leadership
- Decentralization and privatization of education
- International agencies and global policy influence (World Bank, UNESCO)
- Accountability, quality assurance, and political interests

Unit 05: Education, Inequality, and Social Stratification

- Education and class inequalities
- Gender and education
- Rural–urban disparities in education
- Education of marginalized and minority groups
- Digital divide and access to education

Unit 06: Education, Democracy, and Social Justice

- Education for citizenship and democratic participation
- Role of teachers as transformative intellectuals
- Student voice and participatory schooling
- Education and human rights
- Policy recommendations for equitable education systems



Unit 07: Education, Power, and Politics in Pakistan

- Historical development of education policy in Pakistan
- Political influences on curriculum and textbooks
- Public–private divide in schooling
- Role of madrassah education in political discourse
- Contemporary challenges and reform debates

Recommended Books

12. Apple, M. W. (2013). Education and Power. New York: Routledge.
13. Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum.
14. Giroux, H. A. (1988). Teachers as Intellectuals. New York: Bergin & Garvey.
15. Bourdieu, P., & Passeron, J. C. (1977). Reproduction in Education, Society and Culture. London: Sage.
16. Ball, S. J. (2012). Global Education Inc.: New Policy Networks and the Neoliberal Imaginary. London: Routledge.

Course Title: Human Growth and Development

Course Code: IDS-612

Credit Hours: 03 (3–0)

Course Description

This course focuses on the physical, cognitive, emotional, and social development of human beings from conception to late adulthood. It examines major developmental theories and research findings with particular relevance to educational settings. The course aims to help prospective teachers understand individual differences and apply developmental principles to teaching and learning.

Course Learning Outcomes

17. 1. Explain key concepts, principles, and stages of human growth and development.
18. 2. Compare major theories of physical, cognitive, emotional, and social development.
19. 3. Analyze individual differences in development and their implications for learning.
20. 4. Apply developmental principles to classroom teaching and student guidance.
21. 5. Evaluate the influence of family, culture, and society on human development.

Course Outline

Unit 01: Introduction to Human Growth and Development

- Meaning and scope of human growth and development
- Principles of development
- Domains of development: physical, cognitive, emotional, social, and moral
- Heredity and environment



- Methods of studying development

Unit 02: Prenatal Development and Infancy

- Stages of prenatal development
- Genetic and environmental influences before birth
- Physical and motor development in infancy
- Cognitive development in infancy
- Emotional and social development in infancy
- Attachment and early relationships

Unit 03: Early Childhood Development

- Physical and motor development in early childhood
- Language development
- Cognitive development: Piaget's preoperational stage
- Emotional regulation and self-concept
- Socialization and peer relationships
- Role of play in development

Unit 04: Middle Childhood Development

- Physical growth and health issues
- Cognitive development: concrete operational stage
- Academic skills and learning styles
- Emotional development and self-esteem
- Peer groups and social competence
- Moral development: Kohlberg's theory

Unit 05: Adolescence

- Puberty and physical changes
- Cognitive development: formal operational thinking
- Identity formation (Erikson)
- Emotional challenges and mental health
- Peer influence and risk behaviors
- Guidance and counseling needs of adolescents

Unit 06: Adulthood and Aging

- Early adulthood: career and relationships
- Middle adulthood: family and work responsibilities
- Late adulthood and aging
- Cognitive changes in aging
- Psychosocial issues in later life



- Successful aging and well-being

Unit 07: Implications of Development for Education

- Individual differences and inclusive education
- Motivation and learning across developmental stages
- Role of teachers in supporting development
- Classroom management and developmental needs
- Guidance and counseling in schools
- Cultural context of development in Pakistan

Recommended Books

22. Santrock, J. W. (2019). Life-Span Development. New York: McGraw-Hill.
23. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2015). Human Development. New York: McGraw-Hill.
24. Shaffer, D. R., & Kipp, K. (2014). Developmental Psychology: Childhood and Adolescence. Belmont, CA: Wadsworth.
25. Berk, L. E. (2018). Development Through the Lifespan. Boston: Pearson.

Course Title: Child Abuse and Safety

Course Code-IDS-613

Credit Hours: 03 (3–0)

Course Description

This course explores the concepts, types, causes, consequences, and prevention of child abuse. It emphasizes the role of educators, caregivers, and communities in promoting child safety and well-being. The course also focuses on legal, ethical, and social frameworks for protecting children.

Course Objectives

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

- Understand the types and causes of child abuse
- Identify signs and symptoms of abuse and neglect
- Apply strategies for child protection and safety
- Promote awareness about child rights and legal frameworks
- Develop safe school and home environments

Learning Outcomes

Students will be able to:



- Recognize physical, emotional, sexual, and psychological abuse
- Analyze the impact of abuse on child development
- Implement preventive measures and safety strategies
- Report and refer suspected cases responsibly
- Design awareness programs for children, parents, and teachers

Course Contents

Unit 1: Introduction to Child Abuse

- Concept and meaning of child abuse
- Types of abuse: physical, emotional, sexual, neglect
- Historical and social context

Unit 2: Causes and Risk Factors

- Family, societal, and cultural factors
- Poverty, stress, domestic violence
- Media influence and peer pressure

Unit 3: Signs and Symptoms

- Physical indicators
- Behavioral and emotional signs
- Long-term consequences on development

Unit 4: Child Protection and Safety Measures

- Safe school environment
- Safety at home and community
- Role of teachers, parents, and caregivers

Unit 5: Legal and Ethical Frameworks

- National laws and policies on child protection
- International conventions (UNCRC)
- Reporting procedures and ethical responsibilities

Unit 6: Prevention and Intervention Strategies

- Awareness programs and campaigns



- Counseling and support services
- Community engagement

Unit 7: Role of Educators and Professionals

- Identifying abuse
- Implementing safety policies
- Working with social workers, psychologists, and authorities

Unit 8: Contemporary Issues and Case Studies

- Cyberbullying and online abuse
- Child trafficking and exploitation
- Case studies and real-life scenarios

Recommended Books

- Child Abuse and Neglect
- Protecting Children from Abuse
- The Battered Child

Practical Component

- Observation of child safety measures in schools
- Designing a child safety awareness program
- Case study analysis and reporting exercises

Course Title: Teaching of Science

Course Code-EDU 614

Credit Hours: 03

1. Introduction to Science Education

- Nature and scope of science
- Importance of science in everyday life
- Objectives of teaching science at secondary level
- Role of science education in national development
- Scientific literacy

2. Aims and Objectives of Teaching Science



- General aims of science education
- Instructional objectives of teaching science
- Writing **behavioral objectives** in science teaching
- Cognitive, affective, and psychomotor domains

3. Curriculum and Planning in Science

- Structure of science curriculum in Pakistan
- Role of **National Curriculum Council Pakistan**
- Unit planning and lesson planning in science
- Annual and daily lesson plans

4. Methods and Strategies of Teaching Science

- Lecture method
- Demonstration method
- Laboratory method
- Inquiry method
- Problem-solving method
- Project method
- Cooperative learning in science

5. Teaching Aids and Instructional Materials

- Importance of teaching aids in science
- Audio-visual aids in science teaching
- Improvised science apparatus
- Use of models, charts, and multimedia
- Use of ICT in science education

6. Science Laboratory and Practical Work

- Organization and management of science laboratory
- Laboratory safety rules
- Conducting experiments
- Role of practical work in concept formation



7. Assessment and Evaluation in Science

- Purpose of assessment in science teaching
- Types of assessment (diagnostic, formative, summative)
- Construction of science tests
- Item analysis and test interpretation

8. Problems in Teaching Science

- Lack of resources and laboratories
- Large classroom issues
- Students' misconceptions in science
- Strategies to overcome teaching difficulties

9. Professional Development of Science Teachers

- Qualities of an effective science teacher
- Reflective teaching practices
- Action research in science education
- Continuous professional development

10. Practical Activities

- Preparation of **lesson plans** in science
- Development of **teaching aids/models**
- Demonstration of experiments
- Micro-teaching sessions
- Classroom presentations

Course Title: Teaching of Language

Course Code-EDU 615

Credit Hours: 3

1. Introduction to Language Teaching

- Concept and nature of language
- Importance of language in education
- Functions of language in communication



- Objectives of teaching language at secondary level

2. Language Skills

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Integration of the four language skills in classroom teaching

3. Methods and Approaches of Language Teaching

- Grammar Translation Method
- Direct Method
- Audio-Lingual Method
- Communicative Language Teaching (CLT)
- Bilingual Method
- Eclectic Approach

4. Teaching of Language Components

- Teaching vocabulary
- Teaching grammar
- Teaching pronunciation
- Teaching sentence structure

5. Teaching Reading and Writing

- Techniques of teaching reading
- Silent and loud reading
- Reading comprehension skills
- Teaching composition and creative writing

6. Teaching Aids and Instructional Materials

- Use of audio-visual aids
- Flash cards, charts, pictures
- Language laboratory



- Use of ICT and multimedia in language teaching

7. Lesson Planning in Language Teaching

- Unit planning
- Daily lesson planning
- Steps of a language lesson
- Micro-teaching in language

8. Assessment and Evaluation in Language Teaching

- Purpose of assessment
- Techniques of language assessment
- Testing listening, speaking, reading, and writing skills
- Formative and summative evaluation

9. Problems in Teaching Language

- Common errors in language learning
- Lack of language environment
- Classroom management issues
- Strategies for improving language learning

10. Practical Activities

- Preparation of lesson plans
- Development of teaching aids
- Practice teaching of language skills
- Classroom presentations and demonstrations

Course Title: Teaching of Social Science

Course Code-EDU 616

Credit Hours: 3

1. Introduction to Social Science

- Meaning and scope of social science
- Importance of social science in education
- Relationship of social science with other subjects



- Objectives of teaching social science

2. Social Science Curriculum

- Structure of social science curriculum in Pakistan
- Role of **National Curriculum Council Pakistan**
- Curriculum planning and organization
- Unit and lesson planning in social science

3. Methods of Teaching Social Science

- Lecture method
- Discussion method
- Problem-solving method
- Project method
- Inquiry method
- Cooperative learning

4. Teaching Aids in Social Science

- Importance of teaching aids
- Use of maps, charts, and globes
- Models and pictures
- Use of multimedia and ICT in teaching social science

5. Teaching of Different Branches of Social Science

- Teaching history
- Teaching geography
- Teaching civics
- Teaching economics and sociology

6. Field Work and Practical Activities

- Educational visits and field trips
- Use of community resources
- Preparation of projects and assignments

7. Assessment and Evaluation in Social Science



- Purpose of evaluation
- Types of assessment (diagnostic, formative, summative)
- Construction of tests in social science
- Use of quizzes, assignments, and presentations

8. Problems in Teaching Social Science

- Lack of teaching resources
- Students' lack of interest
- Large classrooms
- Strategies for improving social science teaching

9. Professional Development of Social Science Teachers

- Qualities of an effective social science teacher
- Reflective teaching practices
- Action research in social science education

10. Practical Activities

- Preparation of lesson plans
- Development of teaching aids (maps, charts)
- Micro-teaching sessions
- Classroom presentations



SEMESTER II		
Course Code	Courses	Credit Hours
EDU 621	Research Methods in Education	3(3-0)
EDU 622	Curriculum Development	3(3-0)
EDU 623	General Methods of Education	3(3-0)
EDU 624	Educational Psychology	3 (3-0)
Any one subject from the following (Interdisciplinary Courses)		
IDS-621	Economics of Education	3(3-0)
IDS-622	Guidance and Counselling in School	3(3-0)
IDS-623	Media Education	3(3-0)
EDU 625	Practice Teaching-I	3(0-3)
EDU 626	Capstone Project	3(0-3)
Total Credits 21(15)		
-6)		

Course Title: Research Methods in Education

Course Code: EDU 621

Credit Hours: 03 (3–0)

Course Description

This course introduces students to the principles, methods, and applications of educational research. It focuses on developing skills to design, conduct, and evaluate research in educational settings. The course covers both quantitative and qualitative approaches, data collection techniques, analysis procedures, and ethical considerations. Emphasis is placed on practical application and critical understanding of research in local and global contexts.

Course Objectives

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

- Understand the nature and purpose of educational research
- Differentiate between quantitative and qualitative research approaches
- Formulate research problems, questions, and hypotheses
- Conduct literature reviews using scholarly sources
- Select appropriate research designs and methodologies
- Use basic tools for data collection and analysis
- Interpret and report research findings
- Apply ethical principles in research

Learning Outcomes



Students will be able to:

- Critically analyze research studies
- Develop a research proposal
- Apply appropriate sampling techniques
- Use simple statistical and thematic analysis methods
- Write research reports in an academic format

Course Contents

Unit 1: Introduction to Educational Research

- Meaning, nature, and scope of research
- Types of research (basic, applied, action research)
- Importance of research in education
- Characteristics of good research

Unit 2: Research Problem and Literature Review

- Identifying and defining research problems
- Developing research questions and hypotheses
- Conducting literature review
- Referencing styles (APA)

Unit 3: Research Designs

- Quantitative research designs (experimental, survey, correlational)
- Qualitative research designs (case study, ethnography, phenomenology)
- Mixed methods research

Unit 4: Sampling Techniques

- Population and sample
- Probability sampling (random, stratified, systematic)
- Non-probability sampling (convenience, purposive)

Unit 5: Data Collection Methods

- Questionnaires and surveys
- Interviews (structured, semi-structured)



- Observations
- Document analysis

Unit 6: Data Analysis

- Quantitative data analysis (descriptive statistics)
- Introduction to inferential statistics
- Qualitative data analysis (coding, themes)

Unit 7: Research Ethics

- Ethical issues in research
- Informed consent
- Confidentiality and anonymity
- Avoiding plagiarism

Unit 8: Research Report Writing

- Structure of research report/thesis
- Writing introduction, methodology, findings, and conclusion
- Referencing and citation

Recommended Books

- Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research by John W. Creswell
- Research Methods in Education by Louis Cohen et al.
- Introduction to Educational Research by Donald Ary

Course Title: Curriculum Development

Course Code: EDU 622

Credit Hours: 03 (3–0)

Course Description

This course provides a comprehensive understanding of curriculum theory, design, development, implementation, and evaluation. It explores classical and contemporary models of curriculum development, with emphasis on contextualizing curriculum to national needs and global trends. The course also highlights curriculum reforms in Pakistan and the role of stakeholders in curriculum processes.



Course Learning Outcomes (CLOs)

After completing this course, students will be able to:

1. **Explain** key concepts, principles, and foundations of curriculum.
2. **Compare** major curriculum development models and approaches.
3. **Design** curriculum components including objectives, content, and learning experiences.
4. **Evaluate** curriculum effectiveness using appropriate models and techniques.
5. **Analyze** curriculum policies and reforms in Pakistan and international contexts.

Course Contents

Unit 01: Foundations of Curriculum

- Concept and scope of curriculum
- Types of curriculum (formal, informal, hidden)
- Foundations: philosophical, psychological, sociological
- Aims and objectives of curriculum
- Relationship between curriculum and instruction

Unit 02: Curriculum Development Models

- Ralph Tyler's Objective Model
- Hilda Taba's Grassroots Model
- Wheeler's Cyclical Model
- Kerr's Model
- Comparison of classical and contemporary models

Unit 03: Curriculum Design and Organization

- Principles of curriculum design
- Selection and organization of content
- Learning experiences and activities
- Spiral and integrated curriculum
- Core curriculum and subject-centered curriculum

Unit 04: Curriculum Implementation



- Role of teachers in implementation
- Factors affecting implementation
- Classroom practices and curriculum delivery
- Instructional planning and alignment
- Challenges in implementation

Unit 05: Curriculum Evaluation

- Concept of curriculum evaluation
- Formative and summative evaluation
- Models of evaluation (CIPP, Stake's model)
- Tools and techniques of evaluation
- Role of feedback in curriculum improvement

Unit 06: Curriculum Reforms and Trends

- Curriculum reforms in Pakistan
- National Curriculum Framework
- Competency-based curriculum
- Outcome-Based Education (OBE)
- Global trends in curriculum development

Unit 07: Contemporary Issues in Curriculum

- Inclusivity and diversity in curriculum
- Technology integration in curriculum
- Environmental and sustainable education
- Globalization and localization of curriculum
- Ethics and values in curriculum

Recommended Books

- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues*. Pearson.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.



- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.
- Print, M. (1993). *Curriculum development and design*. Allen & Unwin.
- Marsh, C. J. (2009). *Key concepts for understanding curriculum*. Routledge

Course Title: General Methods of Teaching

Course Code: EDU 623

Credit Hours: 03 (3–0)

Course Description

This course introduces prospective teachers to the fundamental methods and strategies of teaching. It focuses on developing effective instructional skills, classroom practices, and pedagogical understanding. The course emphasizes learner-centered approaches, active learning strategies, and the practical application of teaching methods in diverse classroom settings.

Course Objectives

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

- Understand various teaching methods and their applications
- Select appropriate teaching strategies based on content and learners
- Apply learner-centered approaches in classroom teaching
- Develop basic teaching and classroom management skills
- Integrate modern teaching techniques and technologies

Learning Outcomes

Students will be able to:

- Demonstrate different teaching methods effectively
- Plan lessons using appropriate strategies
- Engage learners actively in the classroom
- Reflect on their teaching practices
- Adapt teaching methods to diverse learners

Course Contents

Unit 1: Introduction to Teaching Methods

- Concept and importance of teaching methods



- Traditional vs modern teaching methods
- Characteristics of effective teaching

Unit 2: Teacher-Centered Methods

- Lecture method
- Demonstration method
- Question–answer method
- Advantages and limitations

Unit 3: Student-Centered Methods

- Discussion method
- Activity-based learning
- Cooperative learning
- Inquiry-based learning

Unit 4: Advanced Teaching Methods

- Project method
- Problem-solving method
- Heuristic method
- Inductive and deductive methods

Unit 5: Lesson Planning

- Components of a lesson plan
- Setting objectives (SMART objectives)
- Selection of teaching methods
- Teaching aids and materials

Unit 6: Use of Teaching Aids and Technology

- Audio-visual aids
- Multimedia and ICT in teaching
- Blended learning approaches

Unit 7: Classroom Management

- Creating a positive learning environment



- Managing student behavior
- Time management

Unit 8: Assessment in Teaching

- Formative and summative assessment
- Questioning techniques
- Feedback and evaluation

Recommended Books

- Teaching Methods and Strategies
- How to Teach by Jeremy Harmer
- Principles of Teaching

Course Title: Educational Psychology

Course Code: EDU 624

Credit Hours: 03 (3–0)

Course Description

This course provides an in-depth understanding of psychological principles underlying teaching and learning. It emphasizes cognitive, emotional, and social development of learners, learning theories, motivation, assessment, and classroom applications. The course prepares prospective teachers to apply psychological knowledge to improve instructional practices and student outcomes.

Course Objectives

Students will be able to:

- Explain major psychological theories related to education
- Understand learners' developmental and individual differences
- Apply learning theories in classroom practice
- Use motivational and behavioral strategies effectively
- Analyze classroom situations using psychological perspectives

Learning Outcomes

After completing the course, students will:



- Demonstrate understanding of learner development
- Apply teaching strategies based on psychological principles
- Manage classroom behavior effectively
- Design instruction considering individual differences
- Evaluate learning using appropriate assessment techniques

Course Contents

Unit 1: Foundations of Educational Psychology

- Nature and scope
- Historical development
- Role of educational psychology in teaching

Unit 2: Human Development

- Physical, cognitive, social, and emotional development
- Developmental stages

Key Theories:

- Jean Piaget
- Lev Vygotsky
- Erik Erikson

Unit 3: Learning Theories and Applications

- Behaviorist approach
- Cognitive approach
- Social learning theory

Key Contributors:

- B.F. Skinner
- Albert Bandura

Unit 4: Intelligence and Individual Differences

- Concepts of intelligence
- Theories of intelligence
- Learning styles and multiple intelligences



Key Theorist:

- Howard Gardner

Unit 5: Motivation in Education

- Types of motivation
- Classroom motivation strategies

Key Theory:

- Abraham Maslow

Unit 6: Classroom Management and Behavior

- Behavior management techniques
- Reinforcement and punishment
- Creating a supportive classroom environment

Unit 7: Assessment and Evaluation

- Principles of assessment
- Types of tests
- Reliability and validity

Unit 8: Guidance and Counseling

- Concept of guidance
- Role of teacher as counselor
- Addressing students' emotional and behavioral issues

Recommended Books

- Educational Psychology
- Educational Psychology: Theory and Practice by Robert E. Slavin
- Learning and Teaching by Richard I. Arends

Course Title: Economics of Education

Course Code: IDS-621

Credit Hours: 03 (3–0)

Course Description



This course examines the relationship between education and economic development. It explores how education contributes to human capital formation, productivity, and national growth. The course also analyzes the costs, financing, efficiency, and policy issues of education systems, with particular reference to developing countries such as Pakistan.

Course Objectives

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

- Understand the economic principles related to education
- Explain the role of education in economic development
- Analyze costs and benefits of education
- Examine issues of equity, efficiency, and financing
- Evaluate education policies from an economic perspective

Learning Outcomes

Students will be able to:

- Apply economic concepts to educational issues
- Conduct cost-benefit analysis in education
- Analyze education financing systems
- Critically evaluate education policies
- Understand labor market outcomes of education

Course Contents

Unit 1: Introduction to Economics of Education

- Meaning and scope
- Relationship between education and economics
- Education as an investment

Unit 2: Human Capital Theory

- Concept of human capital

Key Theorists:

- Theodore Schultz
- Gary Becker
- Education and productivity



- Returns to education

Unit 3: Education and Economic Development

- Role of education in economic growth
- Education and employment
- Education and poverty reduction

Unit 4: Cost and Financing of Education

- Types of costs (private, social, direct, indirect)
- Sources of financing (public vs private)
- Budgeting in education

Unit 5: Cost-Benefit Analysis in Education

- Concept of cost-effectiveness
- Measuring returns to education
- Internal and external efficiency

Unit 6: Equity and Equality in Education

- Access and participation
- Gender disparities
- Regional inequalities

Unit 7: Education Planning and Policy

- Educational planning process
- Role of government and private sector
- Policy analysis

Unit 8: Contemporary Issues in Economics of Education

- Globalization and education
- Education and labor market demands
- Education reforms in developing countries

Recommended Books

- Economics of Education by Samuel Bowles
- The Economics of Education by Mark Blaug



- Education and Development

Course Title: Guidance and Counselling in School

Course Code: IDS-622

Credit Hours: 03 (3–0)

Course Description

This course focuses on the principles, processes, and practices of guidance and counselling in school settings. It prepares prospective teachers to understand students' academic, social, emotional, and career-related needs. The course emphasizes the role of teachers as facilitators of guidance, basic counselling skills, and strategies for supporting students' overall development.

Course Objectives

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

- Understand the concepts and importance of guidance and counselling
- Identify students' academic, emotional, and social needs
- Apply basic counselling skills in school settings
- Assist students in educational and career planning
- Handle common behavioral and emotional issues in classrooms

Learning Outcomes

Students will be able to:

- Demonstrate basic counselling and communication skills
- Provide academic and career guidance to students
- Identify and refer students with special needs
- Promote students' mental health and well-being
- Develop school-based guidance programs

Course Contents

Unit 1: Introduction to Guidance and Counselling

- Meaning, scope, and importance
- Difference between guidance and counselling



- Principles of effective guidance

Unit 2: Types of Guidance

- Educational guidance
- Vocational guidance
- Personal and social guidance

Unit 3: Theories of Counselling

- Psychoanalytic approach
- Behavioral approach
- Humanistic approach

Key Theorists:

- Sigmund Freud
- Carl Rogers
- B.F. Skinner

Unit 4: Counselling Process and Skills

- Steps in counselling process
- Communication skills (listening, empathy, questioning)
- Building rapport
- Confidentiality and ethics

Unit 5: Guidance Services in Schools

- Role of teacher as counsellor
- School guidance programs
- Record keeping and follow-up

Unit 6: Career Guidance and Development

- Career awareness and planning
- Factors influencing career choice
- Role of school in career guidance

Unit 7: Addressing Student Problems

- Behavioral problems



- Emotional issues (stress, anxiety)
- Learning difficulties
- Referral services

Unit 8: Mental Health and Well-being

- Concept of mental health
- Promoting positive mental health in schools
- Preventive and supportive strategies

Recommended Books

- Guidance and Counselling in Schools
- Counselling Children and Adolescents by Kathryn Geldard
- Theory and Practice of Counselling and Psychotherapy by Gerald Corey

Course Title: Media Education

Course Code: IDS-623

Credit Hours: 03 (3–0)

Course Description

This course explores the role of media in education and society. It focuses on developing media literacy, critical thinking, and the effective use of media as a teaching and learning tool. Students will learn to analyze media messages, integrate media into classroom instruction, and understand the ethical and social implications of media use in education.

Course Objectives

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

- Understand the concept and importance of media education
- Develop media literacy and critical thinking skills
- Analyze the impact of media on learners and society
- Integrate media tools into teaching practices
- Evaluate media content ethically and responsibly

Learning Outcomes

Students will be able to:

- Critically analyze media messages and content



- Use media effectively as an instructional tool
- Design media-based learning activities
- Promote responsible media use among students
- Understand digital citizenship and online safety

Course Contents

Unit 1: Introduction to Media Education

- Meaning, scope, and importance
- Types of media (print, electronic, digital)
- Role of media in education

Unit 2: Media Literacy

- Concept of media literacy
- Skills of media literacy (access, analyze, evaluate, create)
- Critical thinking and media

Unit 3: Theories of Media and Communication

- Basic communication models
- Media effects theories
- Audience and interpretation

Unit 4: Media as a Teaching Tool

- Use of audio-visual aids
- Educational television, radio, and internet
- Multimedia in classroom teaching

Unit 5: Digital Media and Education

- E-learning and online education
- Social media in education
- Blended learning approaches

Unit 6: Media Production in Education

- Creating educational content
- Basic video, audio, and presentation design



- Use of simple digital tools

Unit 7: Ethical and Social Issues in Media

- Media ethics
- Copyright and plagiarism
- Cyber safety and digital citizenship

Unit 8: Media and Society

- Influence of media on culture and values
- Media and youth
- Media and globalization
- **Recommended Books**
- Media Education: Literacy, Learning and Contemporary Culture by David Buckingham
- Teaching Media Literacy by Renee Hobbs
- Media Literacy by W. James Potter

EDU 625	Practice Teaching-I
EDU 626	Capstone Project

SEMESTER III		
Course Code	Courses	Credit Hours
EDU 731	Educational Assessment and Evaluation	3(3-0)
EDU 732	School Management	3(3-0)
EDU 733	Educational Policies and Plans of Pakistan	3(3-0)
EDU 734	Contemporary Literacies	3(3-0)
EDU 735	Teaching Profession	3(3-0)
EDU 736	Practice Teaching II	3(0-3)
Total Credits18 (15-3)		

EDU 731: Educational Assessment and Evaluation



Course Code-EDU 731

Credit Hours: 03 (3–0)

Course Description

Focuses on principles, tools, and techniques of educational assessment and evaluation to improve teaching and learning outcomes.

Course Objectives

- Understand the concepts of assessment and evaluation
- Design valid and reliable tests
- Apply formative and summative assessment techniques
- Interpret and use assessment results for instructional improvement

Course Contents

Unit 1: Introduction to Educational Assessment

- Definition, scope, and importance
- Difference between assessment and evaluation

Unit 2: Types of Assessment

- Formative, summative, diagnostic, placement
- Norm-referenced and criterion-referenced assessment

Unit 3: Principles of Test Construction

- Validity, reliability, objectivity, usability
- Test blueprints and table of specifications

Unit 4: Tools of Assessment

- Objective tests, essays, portfolios, observation, checklists
- Performance and practical assessment

Unit 5: Data Analysis and Interpretation

- Scoring and grading
- Statistical measures: mean, median, mode, percentage

Unit 6: Feedback and Reporting

- Communicating results



- Using assessment for improvement

Unit 7: Modern Trends in Assessment

- Self and peer assessment
- Rubrics, portfolios, authentic assessment
- Technology-enhanced assessment

Unit 8: Ethical Issues in Assessment

- Fairness, confidentiality, plagiarism
- Bias and inclusivity in testing

School Management

Course Code-EDU 732

Credit Hours: 03 (3–0)

Course Description

Covers the principles and practices of managing schools effectively, including leadership, planning, and resource management.

Course Objectives

- Understand management principles in education
- Develop leadership and administrative skills
- Apply planning and organizational strategies

Course Contents

Unit 1: Introduction to School Management

- Concept, scope, and objectives
- Functions of school management

Unit 2: Leadership in Schools

- Leadership styles and theories
- Role of school leaders

Unit 3: Planning and Decision Making

- Strategic planning
- Problem-solving and decision-making techniques



Unit 4: Human Resource Management

- Recruitment, selection, and teacher development
- Motivation and performance appraisal

Unit 5: Financial and Resource Management

- Budgeting and financial planning
- Infrastructure and learning materials management

Unit 6: Curriculum Implementation and Supervision

- Curriculum planning
- Monitoring and evaluation of teaching

Unit 7: Classroom and School Culture

- Creating positive learning environments
- Teacher-student relationships

Unit 8: School Improvement and Accountability

- Quality assurance
- Educational standards and inspections

Educational Policies and Plans of Pakistan

Course Code-EDU 733

Credit Hours: 03 (3–0)

Course Description

Analyzes the evolution and impact of Pakistan's educational policies and planning processes.

Course Objectives

- Understand the history of Pakistan's educational policies
- Analyze objectives and outcomes of policies
- Evaluate challenges in policy implementation

Course Contents

Unit 1: Introduction to Educational Policy and Planning

- Definition, scope, and importance
- Policy vs. plan



Unit 2: Historical Overview

- Education in pre-independence and post-independence Pakistan
- Key policy milestones

Unit 3: Major Education Policies

- National Education Policies (1972, 1992, 2009, 2017)
- Policy objectives and outcomes

Unit 4: Education Planning

- Planning process and models
- Role of government and private sector

Unit 5: Education Financing

- Public vs. private financing
- Budget allocation trends

Unit 6: Policy Implementation Challenges

- Bureaucratic, financial, and social challenges

Unit 7: Policy Evaluation

- Monitoring and impact assessment

Unit 8: Future Directions

- Innovations and reforms
- Sustainable development goals and education

Contemporary Literacies

Course Code-EDU 734

Credit Hours: 03 (3-0)

Course Description

Explores traditional and modern literacies, including digital, media, and information literacy for 21st-century learners.

Course Objectives

- Understand multiple forms of literacy
- Develop critical and media literacy skills



- Integrate literacy strategies into classroom practice

Course Contents

Unit 1: Introduction to Literacy

- Definition, scope, and evolution of literacy
- Importance in education and society

Unit 2: Reading and Writing Skills

- Traditional literacy skills
- Comprehension and writing strategies

Unit 3: Information Literacy

- Accessing, evaluating, and using information
- Research and study skills

Unit 4: Media Literacy

- Understanding media messages
- Critical analysis of media

Unit 5: Digital Literacy

- ICT skills
- E-learning, online research, and digital citizenship

Unit 6: Multimodal and Multiliteracies

- Visual, audio, and text integration
- Multicultural literacy perspectives

Unit 7: Literacy Instruction Strategies

- Teaching strategies for diverse learners
- Collaborative and project-based learning

Unit 8: Assessment of Literacy

- Measuring literacy competencies
- Using technology in literacy assessment

Teaching Profession

Course Code-EDU 735



Credit Hours: 03 (3–0)

Course Description

Introduces teaching as a profession, covering professional ethics, teacher roles, and challenges in the modern educational context.

Course Objectives

- Understand teaching as a profession and vocation
- Recognize professional ethics and responsibilities
- Explore teacher development and professional growth

Course Contents

Unit 1: Teaching as a Profession

- Concept, characteristics, and importance
- Teaching as a vocation

Unit 2: Roles and Responsibilities of Teachers

- Classroom management
- Instructional and non-instructional roles

Unit 3: Professional Ethics

- Ethical standards
- Teacher conduct and responsibilities

Unit 4: Teacher Development

- Professional growth strategies
- Continuous learning and reflective practice

Unit 5: Mentoring and Supervision

- Peer mentoring
- Supervisory support

Unit 6: Challenges in Teaching Profession

- Social, cultural, and technological challenges
- Teacher workload and motivation

Unit 7: Innovation in Teaching Practices



- Modern pedagogies
- Use of ICT and digital tools

Unit 8: Teacher Leadership and Advocacy

- Teacher as leader and change agent
- Promoting educational reforms

EDU 736	Practice Teaching II
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