The University of Lakki Marwat
Department of Education & Research

ADE (2 Years)

Duration: 02 years
Semesters: 04
Courses: 24
Maximum Credit Hours: 70
Number of Courses Per Semester: 5-6

ENTRY REQUIREMENTS (Eligibility Criteria)
FA/F.Sc. with 2nd Division and 40 score in Entry Test

ANNUAL INTAKE
There are 40 places available annually.

Course Structure
1st Year
1st Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Functional English-I (Compulsory)	ENG-111	03
2.	Islamic Studies(Compulsory)	ISL-111	02
3.	Child Development (Foundation)	EDU:B1101	03
4.	Urdu (Content)	EDU:B1102	03
5.	General Science (Content)	EDU:B1103	03
6.	General Methods of Teaching (Foundation)	EDU:B1104	03

2nd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	English-II (Communication Skills) (Compulsory)	ENG-121	03
2.	Computer Literacy (Compulsory)	EDU:B1205	03
3.	General Mathematics (Compulsory)	EDU:B1206	03
4.	Classroom Management (Foundation)	EDU:B1207	03
5.	Pakistan Studies (Compulsory)	PS-121	02
6.	Methods of Teaching Islamic Studies (Professional)	EDU:B1208	03

2nd Year
3rd Semester

S.No	Course Title	Course Codes	Credit Hours
1.	English – III (Technical Writing & Presentation Skills) (Compulsory)	ENG-231	03
2.	Art, Crafts and Calligraphy (Content)	EDU:B2309	03
3.	Teaching of Urdu (Professional)	EDU:B2310	03
4.	Teaching of General Science (Professional)	EDU:B2311	03
5.	Instructional and Communication Technology (ICT) in Education (Professional)	EDU:B2312	03
6.	Teaching Practice (Short Term)	EDU:B2313	03

4th Semester

S.No	Course Title	Course Codes	Credit Hours
1.	Classroom Assessment (Foundation)	EDU:B2414	03
2.	Teaching Literacy Skills (Professional)	EDU:B2415	03
3.	School, community and Teacher (Foundation)	EDU:B2416	03
4.	Teaching of Mathematics (Professional)	EDU:B2417	03
5.	Teaching of Social Studies (Professional)	EDU:B2418	03
6.	Teaching Practice	EDU:B2419	03

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Course Code: ENG-111	**Functional English-I** (Compulsory)	**3 Credit Hours**
ADE (2 years)	(1st Semester)	

Objectives
- Enhance language skills and develop critical thinking.
- To learn the use of practical grammatical skills
- To improve comprehension and discussion
- To learn listening and translation skills.
- To understand translation from Urdu into English and English into Urdu
- To learn presentation skills and paragraph writing.

Unit 1: Basics of Grammar
- Parts of speech and use of articles
- Sentence structure, active and passive voice
- Practice in unified sentence
- Analysis of phrase, clause and sentence structure
- Transitive and intransitive verbs

Unit 2: Comprehension
- Understating techniques of comprehension
- Rules for answering to the questions given in a passage for comprehension
- Answers to questions on a given text

Unit 3: Discussion
General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Unit 4: Listening
To be improved by showing documentaries/films carefully selected by subject teachers

Unit 5: Translation Skills
- Urdu to English
- English to Urdu

Unit 6: Paragraph Writing
Topics to be chosen at the discretion of the teacher

Unit 7: Presentation Skills
- Presentation format
- Presentation techniques

Unit 8: Punctuations and Spelling
- Definition of punctuation marks
- Recognition of punctuation marks (Punctuation Symbols)

Recommended Books

- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 019431350
- Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-
- Reading. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

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Course Code: ISL-111	Islamic Studies (Compulsory)	2 Credit Hours
ADE (2 years)	(1st Semester)	

Objectives

This course is aimed at:

- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Unit 1: Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul –Quran

Unit 2: Study of Selected Text of Holly Quran

- Verses of Surah Al-Baqra related to Faith (Verse No-284-286)
- Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
- Verses of Surah al-Furqan related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam related to Ihkam(Verse No-152-154)

Unit 3: Study of Selected Text of Holy Quran

- Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgment
- Verses of Surah Al-Saf related to Tafakar,Tadabar (Verse No-1,14)

Unit 4: Seerat of Holy Prophet (S.A.W)

- Life of Muhammad Bin Abdullah (Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah
- Important Lessons derived from the life of Holy Prophet in Makkah

Unit 5: Seerat of Holy Prophet (S.A.W) II

- Life of Holy Prophet (S.A.W) in Madina
- Important Events of Life Holy Prophet in Madina
- Important Lessons Derived from the life of Holy Prophet in Madina

Unit 6: Introduction to Sunnah

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom –ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah

Unit 7: Introduction to Islamic Law & Jurisprudence
- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
- Islam and Sectarianism

Unit 8: Islamic Culture & Civilization
- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

Unit 9: Islam & Science
- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic & Science

Unit 10: Islamic Economic System
- Basic Concepts of Islamic Economic System
- Means of Distribution of wealth in Islamic Economics
- Islamic Concept of Riba
- Islamic Ways of Trade & Commerce

Unit 11: Political System of Islam
- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of Government in Islam

Unit 12: Islamic History
- Period of Khlaft-E-Rashida
- Period of Ummayyads
- Period of Abbasids

Unit 13: Social System of Islam
- Basic Concepts of Social System Of Islam
- Elements of Family
- Ethical Values of Islam

Recommended Books:
Ahmad Hasan, (1993), "Principles of Islamic Jurisprudence" Islamic Research Institute: Islamabad: Pakistan, International Islamic University.
Bhatia, H. S. (1989) "Studies in Islamic Law, Religion and Society" New Delhi: Deep & Deep Publications.
Dr. Muhammad Zia-ul-Haq, (2001). "Introduction to Al Sharia Al Islamia" Islamabad, Pakistan: Allama Iqbal Open University.
Hameed ullah Muhammad, 'Introduction to Islam Mulana Muhammad Yousaf Islahi,"
Hameed ullah Muhammad, "Emergence of Islam" , Islamabad: IRI.
Hameed ullah Muhammad, "Muslim Conduct of State" Islamabad, Pakistan: Hussain Hamid Hassan, u leaf Publication.
Mir Waliullah, (1982), "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service.

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Course Code: EDU:B1101	Child Development (Foundation)	3 Credit Hours
ADE (2 years)	(1st Semester)	

Objectives

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

- Describe major theories and big themes in how children develop
- Compare the characteristics of various developmental stages according to various theorists
- Identify individual differences of students and children with special needs
- Reflect on their conceptions about child development and its implications for teaching and learning
- The main focus of the course is on the developmental stages of the child at different age levels.

Chapter 1: Introduction
- Concept and definitions of growth and development
- Principles of growth and development

Chapter 2: Stages of Physical Development
- Pre-natal stages.
- peri-natal stages
- post-natal stages

Chapter 3: Piaget's Stages of Intellectual Development
- concept and definition of intellectual development
- Sensory-Motor Stage
- Pre-Operational Stages
- Post-Operational Stage

Chapter 4: Social Development
- Concept and definition of psycho social development
- Erik Erikson theory of psycho social development
- Social learning theories

Chapter 5: Emotional Development
- Concept and definition of emotional development
- Types of emotions
- Factors effecting emotions
- Implications of emotional development for the teachers

Chapter 6: Individual differences
- Concept of Individual differences
- Physical differences
- Intellectual differences
- Social differences
- Emotional differences
- Achievement differences

Chapter 7: Language development
- Milestones in language development

- Receptive language
- Productive language
- Structural components of a language

Recommended Books

- Bredekamp, S. & Copple, C. (eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Early Childhood Development (ECD) Pakistan Website: http://www.ecdpak.com/ Encyclopedia on Early Childhood Development: (Available in English and Urdu) http://www.child-encyclopedia.com/en-ca/home.html Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs:
- Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan's Pioneer Publication on Early Childhood Development. http://www.ecdpak.com/nurture/about_nurture.html
- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. http://www.search-institute.org/developmental-assets/lists Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.

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Course Code: EDU:B1102	Urdu (Content)	3 Credit Hours
ADE (2 years)	(1st Semester)	

Objectives

The course will provide the knowledge of:

- To appreciate Urdu as a language
- To make learner aware of how to teach Urdu in an interesting and interactive manners
- To make the content of Urdu language acquisition skills vocabulary, and grammar easily comprehendible for students
- To analyze the Urdu teaching skills through micro teaching

Unit 1: Four skills of language learning
Unit 2: Listening and speaking in Urdu
Unit 3: Reading Development in Urdu
Unit 4: Writing Development in Urdu
Unit 5: Vocabulary manipulation in Urdu
Unit 6: Explaining Grammar in Urdu
Unit 7: Prose & Poetry teaching
Unit 8: Lesson Planning
Unit 9: Assessment

Recommended Books

- Kulliyat-i-Sauda by Mirza Rafi Sauda, one of the Classical Urdu poets.
- Bagh-o-Bahar by Mir Amman: An Idiomatic classical Prose.
- Sahr-ul-Bayan by Mir Hasan
- Fasana-i-Azad by Pandit Ratan Nath Sarshar.
- Jaded Urdu Grammar by Musarrat Mirza

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Course Code: EDU:1103	General Science (Content)	3 Credit Hours
ADE (2 years)	(1ˢᵗ Semester)	

Objectives:

The course will enable learners to;

- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education
- Apply appropriate methods and techniques for effective learning in Science

Unit 1: Nature of Science

- Definition of science
- Science as a process: Scientific Method
- Science as a product: Scientific Knowledge

Unit 2: Aims / Objectives Teaching General Sciences

- History of Science Education
- Aims / Objectives of teaching General Science at Elementary level

Unit 3: Methods of Teaching General Science

- Demonstration cum-lecture method
- Discovery method
- Project method
- Other innovative method

Unit 4: Approaches of Teaching General Science

- Teaching approach (Problem solving, Inquiry techniques, Exploration, Observation, Experiment)
- Teaching Strategies (Scope & propose of practical activities; Science laboratory; Safety measure in laboratory)

Unit 5: Teaching Aids

- Need & importance of teaching aids
- Types of teaching aids
- Principles of using teaching aids
- Using low cost teaching aids

Unit 6: Characteristics of effective Science Teaching

- Characteristics of lesson planning
- Characteristic qualities of science teacher
- Effective questioning

Unit 7: Evaluation
- Designing a test
- Administering & scoring a test
- Interpreting test results

Recommended Books:
- Lawson, Anton. E. (1995). "Science teaching and development of thinking". California: Wadsworth publishing company
- Rehman Mehmooda (1999). "Teaching of science and mathematics". Peshawar: Ijaz printer, Pakistan

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Course Code: EDU:B1104	General Methods of Teaching (Foundation)	3 Credit Hours
ADE (2 years)	(1st Semester)	

Objectives:

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

- Meaning, concept, and definition of teaching.
- Understand methods and techniques of classroom management skills during teaching process.
- get knowledge about various methods of teaching and its application during the teaching process.
- to learn about managing different activities occurring at the same time
- increase understanding about direct and indirect instructions.
- to learn about Teacher-student interactions that support learning in the classroom

Unit 1: Introduction to Teaching Process

- Definition and concept of teaching
- Components of teaching process
- Factors effecting teaching process.
- Characteristics of effective teaching
- Role of teacher in teaching process
- Role of learners in teaching process

Unit 2: Sources of Complexity in Classroom

- Managing a crowded space
- Working with groups and individuals
- Managing different activities occurring at the same time
- Diversity among children
- Managing scarce resources
- Coping with unexpected events

Unit 3: Managing Complexity in Classroom

- Learn names, interests, and learning strengths fast
- Establish rules and routines
- Group students
- Organize books and other materials for easy access
- Create pairs of students to help each other

Unit 4: Method, Technique and Approach

- Meaning and definition of method,
- Methods used in teaching learning process
- Meaning and definition of technique and approach
- Difference between technique and approach
- How teacher use different techniques during teaching
- Importance of using techniques in teaching learning process

Unit 5: Teachers Centred and Learner Centred Methods
- Meaning and definition of teacher centred and learners centred methods of teaching
- Difference between teacher centered and learner centred methods of teaching
- Types teacher centred teaching methods
- Types of learner centred teaching methods

Unit 6: Direct and Indirect Instruction Methods
- Distinction between lower- and higher-order learning
- Direct instruction: a method to enable lower- order learning
- Indirect instruction: a method to enable higher- order learning
- Different roles for teachers and students
- Inquiry based, problem-solving,
- project-based learning

Unit 7: Cooperative Learning Methods
- Peer teaching practice
- Rationale for cooperative learning
- Cooperative learning procedures
- Incentive structure of cooperative learning
- Limitations of cooperative learning

Unit 8: Lecture, demonstration, and discussion
- Definition of lecture demonstration method
- Advantages and disadvantages of lecture demonstration method.
- Structure of a lecture
- Active lectures
- Structure of a demonstration
- Characteristics of good discussion

Unit 9: Teacher-student interactions that support learning in the classroom
I. Constructive interactions between teacher and student
   (Respect, Credibility, Fairness (justice), Trust, Interest, Enthusiasm, Adaptive teaching)
II. Constructive interactions between students
   - Cooperative working relationships
   - Feelings are the foundation of thought
   - Importance of trust and confidence

Recommended Books

M. Boekarts, Motivation to Learn (Educational Practice Series No. 10) (Geneva: International Bureau of Education, 2002

J. Brophy, Teaching. (Educational Practice Series No. 1) (Geneva: International Bureau of Education, 1999).

M. A. Dasgupta, Low-Cost, No-Cost Teaching Aids (New Delhi: National Book Trust, New Delhi).

M. J. Elias, Academic and Social-Emotional Learning. (Educational Practice Series No. 11) (Geneva: International Bureau of Education, 2003W. Harlan and J. Elstgeest, UNESCO Sourcebook for Science in the Primary School (Paris: UNESCO, 1973).

B. Rosenshine, Principles of Instruction (Educational Practice Series No. 21) (Geneva: International Bureau of Education, 2010).

UNICEF, 'What Makes a Good Teacher? Opinions from Around the World' (1996)

S. Vosniadou, How Children Learn. (Educational Practice Series No. 7) (Geneva: International Bureau of Education, 2001).

West Virginia Department of Education, 'Examples of Formative Assessment',

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Course Code: ENG-121	English-II (Communication Skills) Compulsory	3 Credit Hours
ADE (2 years)	(2nd Semester)	

Objectives

Enable the students to:

- Learn about paragraph writing.
- Develop essay writing.
- Understand CV
- Write Job application
- Enhance translation, study and academic skills
- Know presentation and communication skills

Unit 1: Paragraph Writing

- Practice in writing a good, unified and coherent paragraph

Unit 2: Essay writing

- Definition and concept of essay writing
- Techniques of essay writing
- Types of essays

Unit 3: CV and Job Application

- CV writing procedure
- Types of standard CVs
- Application writing and skills
- Types of applications

Unit 4: Translation Skills

- Urdu to English
- English to Urdu

Unit 5: Study Skills

- Skimming and Scanning
- Intensive and Extensive
- Speed Reading
- Summary and Précis Writing
- Comprehension

Unit 6: Academic Skills

- Letter/Memo Writing
- Minutes of Meetings
- Use of Library

- Internet

Unit 7: Presentation Skills
- Definition of presentation
- Presentation format
- Presentation techniques
- Signs of good presentations

Unit 8: Communication Skills
- Definition and concept of communication
- Types of communications

Recommended Books
- Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986.
- ISBN 0 19 431350 6.
- Writing. Intermediate by Marie-Chrisitine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
- Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).ISBN 0 19 435406 5
- Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. 3rd Impression 1991. ISBN 0 19 453403 0.
- Reading and Study Skills by John Langan
- Study Skills by Riachard Yorky.

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Course Code: EDU:B1205	Computer Literacy (Compulsory)	3 Credit Hours
ADE (2 years)	(2nd Semester)	

Objectives:
Enable the students to:
- Define computer terminology
- Identify the basic components of a computer and describe the function of each.
- Use the keyboard to interact with the computer
- Describe different applications of computers in education.
- Develop skills to use computer in educational settings.
- Communicate through computer with friends, and teachers in and outside the country.
- Use computer for research, data analysis and presentations

Unit 1: Introduction
- Definition and Importance of Computer
- Basic Concepts of the Computer Hardware
- Input and Output Devices
- Functions of Computer

Unit 2: Computer Software
- Concept of Software
- Types of Software
- Applications of Computer in Education

Unit 3: Word Processing and Document Handling
- Creating, Saving and Opening a Document
- Composing and editing Educational Documents
- Inserting and resizing tables, pictures and shapes
- Line Spacing, paragraphing and formatting text
- Page Setup and Printing document

Unit 4: Spreadsheet (Excel)
- Features of M.S. Excel
- Sum/Subtractions/Multiplication/division/Percentage/ Average/ If statement
- Sorting and Filtering Data
- Inserting Charts and Graphs

Unit 5: PowerPoint
- Composing Presentations
- Delivering Presentations

Unit 6: Internet and Information Highways
- Network, Types of Network, Server and Client
- Internet, World Wide Web, Search Engines, Internet Browser
- E-Mail Management
- Online Educational Resources
- Educational databases

Unit 7: Computer Based Instructions
- Computer Based Instructions: an introduction
- Computer Assisted Instruction
- Computer Based Assessment

Unit 8: Course Evaluation
- Assignments   20
- Mid Semester Test   25
- Final Project   15
- Final Test   40
- Total   100

Recommended Books
- Faden, P.D., and Vogel, R.M. (2003). Methods of Teaching, Boston: Mc-Graw Hills.
- Joyce, B., Weil M., and Calhoun, E. (2000). Models of Teaching, 6th ed. Boston: Allyn and Bacon.
- Norton, P. (2000). Introduction to Computers 5th ed; New York: Mc-Graw Hill Book Co.
- Norton, P. (2003). Introduction to Computers, 5th ed., New York: McGraw-Hill Book Co.
- Norton, P., & Spragu, D. (2001). Technology for Teaching, Boston: Allyn and Bacon.
- Sharma, A. (1999). Modern Educational Technology, New Delhi: Prentice-Hall.
- Sharma, S. R. (2000). Effective Classroom Teaching Modern Methods, Tools and Techniques. Jaipur: Mangal Deep Publications.
- Shelly, G. B. & Vermaat, M. E. (2008). Discovering Computer. Pakistan: Book Media

Course Code: EDU:B1206	General Mathematics (Compulsory)	**3 Credit Hours**
ADE (2 years)	**(2nd Semester)**	

Objectives

After completion of this course the student will be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains;

Algebra – I

Unit 1: Algebra Preliminaries

- Real and complex numbers
- Introduction to sets
- Set operations
- Functions
- Types of functions

Unit 2: Matrices

- Introduction to matrices
- Types of matrices
- Inverse of matrices
- Determinants
- System of linear equations
- Cramer's rule

Unit 3: Quadratic Equations

- Solution of quadratic equations
- Nature of roots of quadratic equations
- Equations reducible to quadratic equations

Unit 4: Sequence and Series

- Arithmetic
- Geometric
- Harmonic progressions

Unit 5: Permutation and Combinations

- Introduction to permutation and combinations

Unit 6: Binomial Theorem

- Introduction to binomial theorem

Unit 7: Trigonometry

- Fundamentals of trigonometry

- Trigonometric identities

Unit 8: Graphs
- Graph of straight line
- Circle functions
- Trigonometric functions

Statistics – II

Unit 10: Statistics
- Introduction
- Meaning and definition of statistics
- Relationship of statistics with social science
- Characteristics of statistics
- Limitations of statistics
- main division of statistics

Unit 11: Frequency Distribution
- Organization of data
- array,
- ungrouped and grouped data,
- types of frequency series
- individual, discrete and continuous series
- tally sheet method
- graphic presentation of the frequency distribution
- bar frequency diagram histogram
- frequency polygon
- cumulative frequency curve

Unit 12: Measures of Central Tendency
- Mean Medium and Modes
- Quartiles,
- Deciles
- Percentiles.

Unit 13: Measures of Dispersion
- Range
- Inter quartile deviation mean deviation
- Standard deviation
- Variance
- Moments
- Skewness
- Kurtosis.

Recommended Books
- Kaufmann. J. E., 'College Algebra and Trigonometry', PWS-Kent Company, Boston, Latest Edition.
- Swokowski. E. W., 'Fundamentals of Algebra and Trigonometry', Latest Edition.
- Walpole, R. E., 'Introduction of Statistics', Prentice Hall, Latest Edition.
- Wilcox, R. R., 'Statistics for The Social Sciences',

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Course Code: EDU:B1207	Classroom Management (Foundation)	3 Credit Hours
ADE (2 years)	(2nd Semester)	

Objectives

On completion of this course trainee teachers will be able to:

- Explain the meaning and concept of classroom management
- Demonstrate the establishment of a constructive classroom learning environment
- Apply various management techniques to assist learners to be responsible for their classroom behavior
- Demonstrate classroom organization to increase student motivation
- Analyze classroom situations to minimize behavioral problems
- Organize learning within a classroom environment to maximize available resources and space according to a variety of ages and grade levels of learners and
- Evaluate classroom organization in simulated and actual classroom situations.

Unit 1: Introduction to Classroom Management
- Elements of "classroom management" in the context of elementary education
- Variety of roles of the teacher in managing the elementary classroom

Unit 2: Classroom Organization to Encourage Learner Interest and Class Participation
- The elements of classroom organization
- Impact/outcomes of various kinds of classroom organization on student behavior
- Classroom activity for managing learning
- Organizing and managing field trips and class visits

Unit 3: Design of the Effective Learning Classroom
- Identifying resources for learning
- Using displays and visuals for enhancing the learning environment in the classroom
- Seating arrangements for learning experiences
- Physical facilities to enhance the learning environment
- Evaluating the effective learning classroom
- Managing the overcrowded classroom

Unit 4: Maintaining Classroom Records
- Record-keeping systems: their establishment and maintenance

Unit 5: Incentives and Rewards in the Classroom Environment
- How to maximize student success and minimize behavioral problems in the classroom
- Incentive systems in the classroom setting

Unit 6: Managing Classroom Discipline
- Creating a positive classroom environment for student responsibility
- Strategies for managing potential disciplinary issues before they become problems

Unit 7: Assessment Criteria
- Student teachers are able to describe the elements of a positive classroom environment and explain why they have made the arrangements they have done (written assignment)
- Practical classroom construction of a positive learning environment
- Demonstrate positive classroom management through role plays and simulations
- Final examination

Recommended Books
- http://712educators.about.com/od/discipline/tp/disciplinetips.htm
- Top Ten Tips for Classroom Discipline and Management
- http://www.adprima.com/managing.htm
- Effective Praise Guidelines

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Course Code: PS-121	Pakistan Studies (Compulsory)	2 Credit Hours
ADE (2 years)	(2nd Semester)	

Objectives
- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Unit 1: Historical Perspective
- Ideological rationale with reference to Sir Syed Ahmed Khan
- Ideological rationale with reference to Allama Muhammad Iqbal
- Ideological rationale with reference to Quaid-i-Azam Muhammad Ali Jinnah

Unit 2: Factors Leading to Muslim Separatism
- People and Land (Indus Civilization, Muslim advent & Location and geo-physical features)

Unit 3: Government and Politics in Pakistan
- Political and constitutional phases 1947-58
- Political and constitutional phases 1958-71
- Political and constitutional phases 1971-77
- Political and constitutional phases 1977-88
- Political and constitutional phases 1988-99
- Political and constitutional phases 1999 and onward

Unit 4: Contemporary Pakistan
- Economic institutions and issues
- Society and social structure
- Ethnicity
- Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

Recommended Books
- Afzal, M. Rafique. (1988), Political Parties in Pakistan, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research.
- Akbar, S. Zaidi. (2000) Issue in Pakistan's Economy. Karachi: Oxford University Press.
- Aziz, K.K. Party, (1976), Politics in Pakistan, Islamabad: National Commission on Historical and Cultural Research
- Burki, Shahid Javed. (1980). State & Society in Pakistan, The Macmillan Press Ltd.
- Haq, Noor ul. (1993) Making of Pakistan: The Military Perspective. Islamabad: National Commission on Historical and Cultural Research.
- Muhammad Waseem, (1987) Pakistan Under Martial Law, Lahore: Vanguard.
- S.M. Burke and Lawrence Ziring. (1993) Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press.
- Sayeed, Khalid Bin. (1967) The Political System of Pakistan. Boston: Houghton Mifflin.

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Course Code: EDU:B1208	Methods of Teaching Islamic Studies (Professional)	3 Credit Hours
ADE (2 years)	(2nd Semester)	

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

Unit 1: Introduction
- Definitions of Teaching
- The concept of Effective Teaching
- Role of teacher for conducive learning environment
- Personal Characteristics of an Effective Teacher
- Professional Characteristics of an Effective Teacher
- The concepts of Teaching Methods, Strategies and Techniques

Unit 2: Lesson Planning in Teaching
- The Need for lesson Planning
- Approaches to lesson Planning
- Weekly Planning
- Daily Planning
- Unit Planning
- Course Planning

Unit 3: Steps in Lesson Planning
- Introduction
- Presentation
- Generalization
- Application
- Recapitulation
- The Lesson Plan Format

Unit 4: Pedagogy by Level
- Pedagogy of early childhood education
- Pedagogy of elementary education

Unit 5: Inquiry Method
- The Inductive Method
- Deductive Method of inquiry
- Scientific Method
- The Problem Solving Approach
- Advantages and Limitations of Inquiry Method

Unit 6: Activity Methods & Cooperative learning
- Individual Project
- Group Project
- Research Projects
- Cooperative learning
- Techniques of cooperative learning
- Advantages and Limitations of activity and cooperative Method

Unit 7: Demonstration Method
- What is Classroom Discussion?
- Planning the Discussion
- Organizing the Discussion
- Practicing in asking questions
- Practicing in answering the questions
- Assessing the discussion
- Advantages and Limitations of Discussion Method

Unit 8: Student Motivation
- Concept of Motivation
- Intrinsic Motivation
- Extrinsic Motivation
- Theories of Motivations
- Strategies to Motivate Students

Unit 9: Teaching Skills
- Set induction
- Presentation
- Identify learning difficulties of students
- Prepare lesson according to individual needs
- Students Evaluation

Unit 10: Teaching Tools
- Selecting the Audio Visual Material
- Planning To Use the Materials
- Preparing For the Audio Visual Activity
- Kinds of AV Materials (White Board / Marker, Charts, Posters, Maps, Graphs & Models, Text Books, Hand Outs, Projectors and Multimedia)

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

The University of Lakki Marwat
Department of Education & Research

Course Code: ENG-231	English-III: Technical Writing and Presentation Skills	3 Credit Hours
ADE (2 years)	(3rd Semester)	

Objectives

Enable the students to:
   i.   Enhance language skills
  ii.   Develop critical thinking
 iii.   Learn essay writing
  iv.   Learn academic writing
   v.   Understand technical report writing.

The Enhance language skills and develop critical thinking

Unit 1: Presentation Skills

- Definition of presentation
- Techniques of presentation
- Procedure of presentation

Unit 2: Essay Writing

- Descriptive essay
- Narrative essay
- Discursive essay
- Argumentative essay

Unit 3: Academic Writing

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

Unit 4: Technical Report Writing

- Concept of report
- Definition of technical report
- Progress of technical report

Recommended books

Essay Writing and Academic Writing by Schwedan, M. 2000.

Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

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

Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

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

The University of Lakki Marwat
Department of Education & Research

Course Code: EDU:B2309	Art, Crafts and Calligraphy (Content)	3 Credit Hours
ADE (2 years)	(3rd Semester)	

Objectives

By the end of the semester participants will be able to:

   i. Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
  ii. Use tools and materials in art more skillfully
 iii. Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
  iv. Recognize and appreciate artists, art styles, and artwork
   v. Reflect and participate in art critiques as a critic and as an artist
  vi. Initiate independent projects that allow personal interpretation and self-expression
 vii. Identify links between art and other school subjects

Unit 1:Introduction to Arts, Crafts & Calligraphy
- What are Arts, Crafts and Calligraphy?
- The role of the teacher in teaching art
- Influence of the arts in children's development
- Calligraphy- The emergence of Islamic calligraphy
- Ceramics and Sculpture
- Puppetry in Pakistan

Unit 2: History and Culture
- Indus Civilizations
- Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
- Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy)
- Pakistani Calligraphers (Hanif Ramy, Sadqain, Shakir Ali, Gul gee,)
- Review of this unit

Unit 3:History and Culture
- Introduction to the Cubism Understand the Cubism.
- Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
- Intro about Realism
- Pakistani Artist's work in Realism
- (Ali Imam, M. Husain, Khalid Iqbal, Ana Molka) Hands-on activities
- Abstraction
- Origin and History of Abstract art
- Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali)
- Hands-on activities
- Indigenous art
- Pottery, ceramics, textile etc. Hands-on activities
- Art Across the curriculum

- Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages
- Hands on activities and conclusion

Unit 4: Elements of Art & Principle of Design

- Understanding elements of art (line, Shapes, color, texture, and space and volume)
- The importance of lines and its use in art work
- Kinds of lines
- Use of color (Color wheels, tints, tones and shade)
- Use of Space and value in 2D and 3D art Texture
- (Natural and man- made)
- Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
- Still life
- Painting
- Printing
- Pattern making
- Shapes- organic and geometrical shapes
- Sculpture Landscape
- Stick Drawing and conclusion and review of the unit

Unit 5: Assessment and Evaluation in Art, Crafts and Calligraphy

- What is assessment in art curriculum?
- How and why we assess creativity?
- Review the recommendations proposed in the national curriculum grades
- Design rubric/checklist for portfolio
- Set criteria for presentation/display/ peer and self-assessment etc.

Recommended Books

Barnes, R. (1996). Teaching Art to Young Children 4-9. london and New York : Routledge, (1996). Eisner, E. (2002). The Arts and the Creation of Mind, Chapter 4, What the Arts Teach and How It Shows. s.l.: Yale University Press, NAEA Publications, (2002).

J., Lancaster. (1990. Art in the Primary Schoo. Bungay, Suffolk : Richard Clay Ltd, (1990. Jenkins, P.D. 1986. Art for the fun of it. A guide for teaching young children. USA : Simon & Schuster, 1986.

K., Gentle. 1993. Teaching Painting in the Primary School. UK: Redwood Books, Trowbridge, 1993.

M., Dowling. (1992). Education 3-5. UK : Athenaem, (1992).

Matthews, J. 1994. Helping Children to Draw & Paint in early Children. Children and visual representation. London : Hodder & Stoughton., 1994.

P., Gura. (1996. Resources for early Learning Children, Adults and Stuf. London : Hodder & Stoughton, (1996.

P., Tambling. (1990. Performing Arts in the Primary School. UK : Dotesios, (1990. R., Fisher. 1992. Teaching Juniors. UK : T.J. Press, 1992.

Vandal, S.H. Art Education in Pakistan: A case study of bringing art to school children at the informal level. Pakistan : s.n.

Razzak. A (2011) Children and Art- Status of art education in Pakistan: VDM. Germany Razzak. A (2009) Fun with paper bag: Feroz Sons. Lahore

Course Code: EDU:B2310	Teaching of Urdu (Professional)	3 Credit Hours
ADE (2 years)	(3rd Semester)	

نصاب اردو

SYLLABUS URDU

نصاب برائے نفسِ مضمون/اردو مافیہ (Content)

	کورس کا بیان	(COURSE DESCRIPTION)
	حاصلاتِ کورس	(COURSE OUTCOMES)
	تعلّمی اور تدریسی رسائی:	(LEARNING AND TEACHING APPROACHE)
	یونٹ	(UNIT)

ا۔ تعارفِ زبان

۲۔ اصنافِ ادب

۳۔ اصنافِ سخن (نظم وغزل)

۴۔ انشا پردازی

۵۔ اردو کے جدید رجحانات

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

COURSE DESCRIPTION: کورس کا بیان:

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

فنکشنل (عملی) طریقے میں ساخت اور معنی دونوں کی اہمیت پر زور دیا جاتا ہے۔اس طریقہ ءتدریس کے ذریعے زبان کے سیاق و سباق یا سانچے یعنی کسی موقع پر "کیا کہنا چاہیے" پر خاص توجہ دی جائے گی ۔ تا کہ زیرِ تربیت اساتذہ نظم ونثر میں فکری، فنی اور عملی سطح پر مہارت حاصل کرسکیں۔ یہ امر بھی قابلِ توجہ ہے کہ اس کورس میں اساتذہ قواعد دورانِ مطالعہ اسباق پر دسترس حاصل کریں گے۔

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

(COURSE OUTCOMES): حاصلاتِ کورس

اس کورس کی تکمیل کے بعد زیرِ تربیت اساتذہ اس قابل ہوجائیں گے کہ وہ:

- اردو زبان کی ساخت،وسعت اور اہمیت سے آگا ہی حاصل کرسکیں۔
- ادبیات کو زبان کے عملی تناظر میں زندگی کے حوالے سے سمجھ سکیں۔
- مختلف موضوعات کو عملی وتحریری انداز میں بیان کرسکیں۔
- اردو کے ابلاغ میں جدید رجحانات کے تحت نئی جہتوں پر عمل کرسکیں۔

- تدریسِ زبان کے عملی پہلو کو ابتدائی و درمیانی سطح کی جماعتوں استعمال کر سکیں۔
- عملی طریق (Functional Method) سے نصاب پر دسترس حاصل کر سکیں۔

تعلّمی اور تدریسی رسائی: (LEARNING AND TEACHING APPROACH)

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

یونٹ ۱

تعارفِ زبان

تعارف:

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

پہلا ہفتہ

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

دوسرا ہفتہ

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

اصنافِ ادب

(صرف ومحولۂ تدریسِ ادبیات کا حصہ ہیں)

تعارف:

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

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

تیسرا ہفتہ

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

چوتھا ہفتہ

- ڈراما (اقسام/ اجزائے ترکیبی/ روایت)
- افسانہ نگاری کا تعارف اشفاق احمد کے ''گڈریا'' کے حوالے سے (فکری و فنی تجزیہ)
- طنز و مزاح مشتاق احمد یوسفی کی مزاح نگاری کے حوالے سے مزاح اور طنز میں فرق کی وضاحت

پانچواں ہفتہ

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

- ضرب الامثال (تعارف، تلمیح اور ضرب الامثال میں فرق)
- اوصافِ خوش خوانی (تلفظ، لب ولہجہ، روانی، تاکید، تفصیل)
- تحت اللفظ (نثر ونظم سے عملی مشق)

یونٹ ۳

اصنافِ سخن (نظم وغزل)

تعارف:

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

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فقیرانہ آئے صدا کر چلے

میاں خوش رہو ہم دعا کر چلے

</div>

یہی خیال غالب کے ہاں تخلیلی رنگ میں ملاحظہ فرمائیے!

<div dir="rtl">

بنا

تماشائے اہلِ کرم دیکھتے ہیں

</div>

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

ساتواں ہفتہ

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

آٹھواں ہفتہ

- علامہ محمد اقبال کی نظم ''روحِ ارضی آدم کا استقبال کرتی ہے''۔

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

نواں ہفتہ

- • مرزا اسد اللہ خاں غالبؔ کی غزل/''بازیچۂ اطفال ہے دنیا میرے آگے''
- • صوفی غلام مصطفیٰ تبسمؔ کی غزل ''یہ کیا کہ اک جہاں کو کرو وقفِ اضطراب'' کے پہلے پانچ اشعار
- • شعراء کا فکری و فنی تقابل

دسواں ہفتہ

- • پرائمری سطح کی نظمیں   (کلام پر اظہارِ خیال، تمثیل)
- • وسطانی سطح کی نظمیں   (کلام کی خوبیاں، تبصرہ)
- • تحت اللفظ اور فی البدیہہ نظم گوئی

یونٹ ۴

انشا پردازی

تعارف:

آج ضرورت ایسی اُردو کی ہے جو روزمرہ زندگی میں زبان کے استعمال یعنی ''کس موقع پر کیسی زبان بولی جائے'' کے اصول پر سکھائی جائے۔ جس کا مقصد طالب علم کو مختلف صورتوں میں زبان کے استعمال کے قابل بنانا ہے۔ اس لیے فنکشنل اُردو کا مطلب روزمرہ کی اُردو ہے۔ یہ اُردو ادبی اور علمی اُردو سے مختلف ہوگی۔ اس کے مقابلے میں سادہ، آسان اور عام فہم ہوگی۔ ایلیمنٹری سطح کے اساتذہ انشا پردازی کے طریقے، تکنیک اور حکمتِ عملی کے گُر سیکھ کر اس قابل ہو جائیں گے کہ ان خطوط پر مزید کام کر کے اور اُردو میں عملی ضروریات ادبی، صحافتی، دفتری، سائنسی و تکنیکی اور علمی اُردو کے ضمن میں مہارت دکھا سکیں۔ مندرجہ ذیل امور بھی تقریری انشائی یعنی بول چال سیکھنے میں ممد و معاون ثابت ہوں گے۔ ان میں سے کئی تدابیر استعمال کی جائیں گی۔ جیسے کہانیاں، پہیلیاں، لطیفہ گوئی، مکالمے، بہروپ بھرنا یا ڈراما کاری، بحث مباحثے/مذاکرے۔ مثلاً رپورتاژ کو ڈراما کاری میں تبدیل کرنا۔ غالبؔ کے خط کا مکالمہ بنا کر پیش کرنا یا مولوی عبدالحق کے خط کو تقریری انداز میں بیان دے دینا۔ اس ضمن میں جماعتی سطح/معیار/امتحان کا خاص خیال رکھا جائے گا۔ تا کہ اُردو سے شغف اور زبان سیکھنے کی خواہش فروغ پائے۔

گیارہواں ہفتہ

- • اردو حروفِ تہجی (صوتیات/اعراب/حرکات)
- • اُردو کا جدید ترین قاعدہ (صوتی، بینی، تصویری، تلازمی)
- • حرف کا عملی کردار (ابتدائی و درمیانی جماعتی سطح پر)

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

تیرہواں ہفتہ

- خطوط، درخواست (بہ شمول برقیاتی خط E-mail، برقیاتی پیغام SMS)
- مکالمہ و ڈرامانگاری (ڈراماکاری)
- مضمون نویسی (جدید موضوعات پر اظہارِ خیال)

یونٹ ۵

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

تعارف :

اردو کے جدید رجحانات: ضرورت، تقاضے اور نئی تعمیری جہت کے حامل ہیں۔ اردو کی ترویج کے لیے زبان و ادب کے حوالے سے نصاب کی اس جہت کو نوآموزا اساتذہ کے لیے حتی المقدور سادہ، عام فہم اور پرلطف انداز میں دیا گیا ہے۔ اردو برقی پیغام زیرِ تربیت اساتذہ کے ہاتھ میں موبائل کی صورت میں موجود ہے۔ اس مختصر سے کمپیوٹر نے اردو اطلاعیات کا مستقبل روشن کردیا ہے۔ دفتری عملہ عام شہری سے اردو میں گفتگو کرنے پر ہی مجبور ہے تو صحافی اردو میں رپورتاژ رقم کر رہے ہیں۔ مذہب و اخلاق کی ہر گرہ اردو کھول رہی ہے۔ سائنسی و ٹیکنیکی ترقی عام ہو جائے کے مفروضے پر ہی زیرِ تربیت اساتذہ کو متند عملی معلومات فراہم کی جائیں گی۔ آرٹ کے بغیر تو یہ کائنات بھی بے رنگ ہے تو اردو ادب کیسے آرٹ سے یا آرٹ ادب سے استفادہ نا کرے۔ اس خیال کو یہ نصاب عملی صورت دیتا ہے مثلاً اشعار میں پوشیدہ خیالات کو تصویر کے کینوس پر اتارنا۔ غالب و اقبال کی شاعری پر یہ کام ہو چکا ہے۔ ملی نغمے، نعت اور مضامین کا مقابلہ تو اب شہرتِ عام حاصل کر چکا ہے۔ اردو کے اساتذہ میں زبان کے حوالے سے ملی تشخص اجاگر کرنے اور اسے گوبل لینگویج بنانے کی کارروائی میں حصہ بنانا ہی اس کورس کا مرکزی نقطہ ہے۔

چودہواں ہفتہ

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

پندرہواں ہفتہ

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

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

سولہواں ہفتہ

•	اردو آرٹ اور کلچر	(نثر و نظم میں آرٹ/ آرٹ میں نثر و نظم)
•	اردو ترانہ ملی	(قومی ولی جذبے/ ماخوذ متن)
•	اردو گلوبل لینگوئج	(منظرنامہ)

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افسانے/ کہانیاں/ ڈرامے/ خلوط

•	"خودکشی/ ٹوبہ ٹیک سنگ" سعادت حسن منٹو	
•	چور،	اشفاق احمد
•	رستم و سہراب،	آغا شر

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- ''مرزا غالب بندرروڈ پر'' خواجہ معین الدین   (ڈراما سی ڈی)
- ''یوسف مرزا کے نام'' مرزا غالب
- ''مولانا انشاء اللہ خان کے نام'' علامہ اقبال

ماڈل اسائنمنٹ : (ASSIGNMENTS)

1۔   علامہ اقبال کی شاعری مختلف موضوعات کا مرقع ہے۔ کسی ایک موضوع کو بنیاد بنا کر شعر اکٹھے کریں اور ایک کتابچہ (booklet) کی صورت
میں تیار کریں۔ اشعار کو لیبل کرنے کی وجوہات بھی تحریر کریں اور پہلے ہفتے کے اختتام پر جمع کروائیں۔

2۔   دوگروپوں کو مختلف موضوعات دیے جائیں گے دونوں گروپ اسکرپٹ لکھ کر رول پلے/تمثیل تیار کریں گے۔ دونوں گروپ اپنے مکالمے
(اسکرپٹ) تحریری صورت میں جمع کروائیں گے۔

3۔   صوفی غلام مصطفٰی تبسم کی جماعت اول تا ہشتم درسی کتاب میں موجود نظموں کا فنی و فکری جائزہ مباحثے کے ذریعے تحریر کریں۔ ایک ہفتے کے اندر
جمع کروائیں۔

4۔   موبائل کے ذریعے اردو کے ادب پاروں پر کتابچے کی صورت میں مواد اکٹھا کریں۔ مواد کا معیاری ہونا ضروری ہے۔ دو ہفتے کے اندر جمع
کروائیں۔

نصاب سے متعلق لازمی معلومات:

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

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

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

تمام تدریسی عمل کا بنیادی نقطہ یہ ہے کہ زیرِ تربیت اساتذہ فنکشنل و عملی طریقے سیکھیں۔ عملی/فنکشنل اردو کے حوالے سے بلاشبہ ڈاکٹر محمد صدیق خان شبلی کا مضمون قابلِ توجہ ہے۔

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

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

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

کمپیوٹر سے فنکشنل زبان سیکھنے میں بے حد مدد ملے گی۔ جہاں کمپیوٹر سے زبان کا سیکھنا ایک سائنس ہے۔ دنیا کا بدلتا ہوا منظرنامہ اردو کو نئی حیثیت میں تسلیم کر رہا ہے۔ مستقبل کی حکمتِ عملی، اس کی ہیئت، تکنیک اور تدریسی انداز میں تبدیلی، فروغ کے رجحانات کو مثبت زاویے، تکنیکی سانچے، کینڈے اور محفزات فراہم کرے گی۔ ہمیں اپنے اساتذہ کو جدید ترین پیشہ ورانہ علمی تربیت سے آراستہ کرنا ہے۔ ایسوسی ایٹ ڈگری آف ایجوکیشن/ADE اور بی ایڈ ایلمنٹری کی سطح کا یہ کورس اسی خیال (فرضیہ Hypothesis) کے تحت ڈیزائن کیا گیا ہے

اردو سے متعلق مسائل

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

اردو کا رسم الخط کچھ ایسا ہے کہ تحریر میں اکثر حروف کی شکلیں بدل جاتی ہیں۔ "بات، بس اور بچ" حرف میں "ب" میں تین جداگانہ

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

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

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

- • ثانوی درجے کے طلبہ کے پاس ذخیرۂ الفاظ کی کمی نہیں ہوتی لیکن ابتدائی درجے میں ایسا نہیں ہے۔

- • ثانوی درجے میں طالب علم زیادہ تر پڑھنے اور لکھنے کی کوشش کرنے کے بعد داخل ہوتا ہے۔ اس میں بولنے کی صلاحیت کم ہوتی ہے یا اس پر زیادہ زور نہیں دیا جاتا۔ ابتدائی درجے میں تو یہ صلاحیت بالکل ہی کم ہوتی ہے۔

- • اس درجے میں طالب علم کافی لکھنا پڑھنا سیکھ چکے ہوتے ہیں لیکن تکلم اور تقریر پر توجہ کم ہوتی ہے۔

- • امتحان کا کچھ فی صد ثانوی جماعتوں میں زبانی امتحان کے لیے وقف کرنا اشد ضروری ہے تا کہ طلبہ مستقبل قریب کی عملی زندگی میں مسائل و حالات پر مدلل اظہارِ خیال اور دوسروں کو اپنی تقریر سے مطمئن کر سکیں۔ اس کے لیے ایک عملی پیریڈ اور اس کا عملی امتحان ضروری ہے۔

- • اُردو قومی زبان ضرور ہے لیکن اکثر طلبہ کی مادری زبان نہیں، ہمارے اکثر طلبہ گلابی قسم کی اُردو بولتے ہیں اور بعض طلبہ بالخصوص دیہات کے طلبہ اُردو میں چار جملے بھی نہیں بول سکتے۔ لہٰذا الفاظ کا طرزِ تکلم سکھانا ضروری ہے۔

- • یہ کہنا کہ سارے ملک کے تقریباً تمام باشندے اُردو ٹوٹے پھوٹے انداز میں بول سکتے ہیں غلط ہے۔ ہو سکتا ہے کہ یہ بجا ہو لیکن صحیح اُردو بولنا ہی اصل مہارت ہے۔

- • اُردو زبان کو اُردو زبان کے استاد ہی پڑھائیں تو بچوں کے زبان کے حوالے سے بہت سے مسائل کا خاتمہ ہو جائے۔

Course Code: EDU:B2311	Teaching of General Science (Professional)	3 Credit Hours
ADE (2 years)	(3rd Semester)	

Objectives

At the end of this course the learners will be able:

i. to teach general science effectively at elementary level in an innovative and creative manner.
ii. Understand scientific concepts.
iii. Differentiate between scientific products and scientific processes.
iv. Understand the underlying principles of science education.
v. Apply appropriate methods and techniques for effective learning in science.

Unit 1: Nature of Science

- Definition of Science.
- Science as a process: Scientific Method.
- Science as a product: Scientific Knowledge.

Unit 2: Aims/Objective Teaching General Science

- History of Science Education.
- Aims/Objective Teaching General Science at elementary level.

Unit 3: Methods of Teaching General Science

- Demonstration-cum lecture method.
- Discovery method.
- Project method.
- Other Innovative methods.

Unit 4: Approaches of Teaching General Science

1. Teaching approach.
- Problem solving.
- Inquiry techniques.
- Exploration.
- Observation.
- Experiment.
2. Teaching strategies.
- Scope and process of practical activities.
- Science laboratory.
- Safety measures in laboratory.

Unit 5: Teaching Aids

- Needs and importance of teaching aids.
- Types of teaching aids.
- Principles of using teaching aids.
- Using low cost teaching aids.

Unit 6: Characteristics of effective Science teaching
- Characteristic of Lesson planning.
- Characteristic of science teaching.
- Effective questioning.

Unit 7: Evaluation
- Designing a test.
- Administering and scoring a test.
- Interpreting test results.

Recommended Books

Lawson, Anton. E. (1995), "Science teaching and development of thinking", California: Wadsworth publishing company.
Rehman Mehmooda (1999), "Teaching of science and mathematics" Peshawar: Ijaz Printers, Pakistan.

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Course Code: EDU:B2312	Instructional and Communication Technology (ICT) in Education (Professional)	3 Credit Hours
ADE (2 years)	(3rd Semester)	

Course objectives:
After completing this course students will be able to:
- Define and describe different ICTs.
- Identify the strengths, and weaknesses of different ICTs.
- Understand different communication technologies
- Understand the modern methods of teaching using ICTs
- Teach different subjects through ICTs
- Understand, apply, and evaluate learning through ICTs

Unit 1: Introduction of ICTs
- Definition of ICT
- Traditional and Modern ICTs
- Strength and weaknesses of ICT's

Unit 2: Information and communication
- Data and Information
- Communication process
- Types of communication
- The principles of communication
- Barriers of communication

Unit 3 : Different types of ICT's/Aids
- Graphic Aids/technologies (Charts, Cartoons, diagram, flash cards, graphs, maps, globes, photographs, pictures and posters)
- Display boards (Black boards, writing boards, Bulletin boards, flannel boards, magnetic boards, electronic boards and peg boards)

Unit 4 : Types and components of computer systems
- Types of computers
- The main components of computer systems
- Safety and Security of data

Unit 5 : Using ICT in Education
A. Using ICT in education
- ICT in mathematics
- ICT in Science
- ICT in Language Lab
B. ICT in evaluation

Unit 6 : Modern Teaching using ICTs

- Microteaching
- Teleconferencing in education (Skype)
- Wikis and Blogs in Education

Unit 7: Communication and networking

- Modes of data communication
- Communication channels
- Elements of network
- Types of networks

Unit 8 : Role of ICT in professional Growth

- Lesson planning using ICTs
- Problems/issues and challenges of using ICTs in education

Recommended Books

Sawyer. W. ( ). Using Information technology : A practical introduction to computer and communications (6th edition), McGraw Hill
Leon, M., and Leon, A. ( ). Fundamentals of Information Technology
Roblyer, M. D. (1999). Integrating technology across the curriculum: A database of strategies and lesson planning
Dickey, E., and Roblyer, M. (1993). Technology in math and science Instruction
Lewis, S. (2004). Using ICT to enhance teaching and learning in chemistry
Mangal, S.K., Mangal, U. (2011). Essentials of educational technology, PHI learning private ltd, New Delhi.
Begum, A. J., Natesan, A. K., Sampath, G. (2011). ICT in Teaching Learning.

Course Code: EDU:B2313	Teaching Practice (Short Term)	3 Credit Hours
ADE (2 years)	(3rd Semester)	

Objectives

Student teachers will be able to:
- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

Course Description

The prospective teachers will be placed in secondary schools for 4 weeks under the supervision of a faculty member. They will teach at actual classroom situation .They will have to prepare 40 lessons for their two optional subjects. The combination is as follow:

Science Subjects: Group A: Physics & Mathematics
Group B: Chemistry & Biology
Arts Subjects: Group A: English & Urdu
Group B: English & Pakistan Studies
Group C: English & Islamiat
Marks: This practical course will carry 100 marks and it will be evaluated by evaluation committee. The evaluation committee composition will be as follow:
1. Head of Department
2. Head of Teaching Practice School
3. DEO male or female

a. School Placement

The practicum experience in Semester 2 should provide secondary grade student teachers with a practicum placement in a secondary classroom.

During the practicum, students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).3 Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning. Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided.

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Course Code: EDU:B2414	Classroom Assessment (Foundation)	3 Credit Hours
ADE (2 years)	(4th Semester)	

Objectives:

After studying this course, the prospective teachers will be able to:

i. Understand the concept and nature of assessment.
ii. Differentiate between standardize and classroom tests.
iii. Integrate objective with learning assessment.
iv. Develop and analyze test items of different levels.
v. Understand different alternative classroom assessment techniques.
vi. Interpret test score and results of different assessment techniques.

Unit 1: Concept of Classroom Assessment

- Distinction between assessment, evaluation and measurement.
- Purposes of assessment.
- Comparison between standardized and classroom assessment.
- Individual and Group assessment

Unit 2: Achievement Tests

- Definition of achievement test.
- A. Essay type tests.
- Types of Essay type test.
- Merits & demerits of Essay type test.
- Suggestions for improvement.
- B. Objectives type tests.
- Types of Objective type test.
- Merits & demerits of Objective type test.
- C. Comparison between Essay type test and Objective type test.

Unit 3: Types of Mental and Educational Tests

- Speed and power test.
- Performance test.
- Ability test, Personality test.
- Standardized tests and Teacher made test.

Unit 4: Test Construction

- Planning test construction.
- Preparing the test items/questions.
- Assembling the classroom test.

Unit 5: Test Administration and Analysis

- Administration/Conducting the test.
- Item Analysis and modification.
- Purposes of classroom testing.

Unit 6: Interpreting Test Scores

- Percentage, grades and CGPA.
- Types of grading
- Ordering and ranking.
- Frequency Distribution.
- Pictorial form (Graph, Polygon, Histogram).

Recommended Books

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

Essa et al, (2005-2006), Educational Measurement & Evaluation, Lahore: Jidran Publications.

Freeman, Richard, (2004). Planning and implementing assessment. New York: Rout ledge Flamer.

George, David (2003). Trends in measurement and Evaluation techniques. New Delhi: commonwealth.

James William (2005). Evaluation and development of School Education. New Delhi: Anmol Publications.

Khan M A (1994), Educational Psychology, Evaluation 7 Guidance, Lahore: Ilmi Kitab Khana.

Kubiszyn, Tom, (2003). Educational testing and Measurement: Classroom Application and practice. United States: John Wiley & Sons, Inc.

Shahid S M (2005), Educational Measurement & Evaluation, Lahore: Majeed Book Depu.

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

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

Smith, D, (2005). Method of Educational Measurement. New Delhi: Common wealth.

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

Thorndike and Hegan(1972), Educational Measurement, New York: Mac Millan.

Usman M (1998), Educational Testing & Evaluation, Lahore: Nadeem Younis Printers.

Course Code: EDU:B2415	Teaching Literacy Skills (Professional)	3 Credit Hours
ADE (2 years)	(4th Semester)	

Objectives:

After reading this subject the students will be able to:
  i.   Use the different activities of development of comprehension.
 ii.   Aware of the importance of oral language in literacy.
iii.   Use different activities to develop interest in the use of dictionary.
 iv.   Use the principles of teaching and learning for effective literacy skills development.
  v.   Capable to use information technology in their teaching.
 vi.   Maintain the balance between different activities.
vii.   Assess their students formative and summative progress

Unit 1: Developing Comprehension Skills
- Skimming and Scanning
- Sequencing Activity
- Goldilocks sequencing
- Cinderella sequencing
- Magnifying glass game
- Magnifying glass sheet
- Alphabetical order
- Ordering books
- Miss out the vowel
- R A complex activity to develop literacy skills
- Speech, Spelling and Reading
- Feeling words

Unit 2: Areas of Literacy Knowledge
- Oral language to support literacy
- Choosing vocabulary
- Types of vocabulary
- Orthographic and morphemic knowledge
- Using meta Cognitive and self-management strategies

Unit 3: Dictionary Skills and Reflecting on Reading
- Dictionary Game
- Dictionary Search
- Dictionary Definitions
- Different Activities to Build up Dictionary Skills
- Book Review
- Reading Around the Solar System
- Bookmark Slogans

Unit 4: Maintaining Balance in Activities
- Teaching Skills on a Way to Gain Meaning
- Time Management
- Guided Instruction
- Independent Work
- Use of Construction Activities
- Effective Integration of Print and Electronic Media
- Formation Assessment.

Unit 5: Performance assessment for reading
- Select a Text
- Work with Scoring Rubrics
- Some Sample of Rubrics
- Developing Rubrics
- Using rubrics for Assigning Grades.

Unit 6: Principles of learning and teaching
- The Supportive Learning Environment
- Independent , Interdependent and Self-Motivation
- Needs and Interest of Student
- Developing Deep Thinking Levels
- Learning Connection Practice Beyond the Classroom

Unit 7: Socio economic background and literacy
- Poverty and Literacy
- Gender Equity and Literacy
- Overcoming the Challenge of Diversity
- Role of Regional Language in Enhancing Literacy
- Cultural Diversity and Literacy.

Recommended Books
Literacy at National and International Level by S.R. Shah and A.M Plato.
Literacy Biographia Leteriria by Bonkey, M.
Literacy background by Hussain, R.K.H

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Course Code: EDU:B2416	School, Community and Teacher (Foundation)	3 Credit Hours
ADE (2 years)	(4th Semester)	

Objectives

Prospective teachers will be able to:
 i. Analyze and describe relationships between teachers, the school and the families and community that support the school.
 ii. Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.
iii. Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.
 iv. List the social factors affecting education and how it can support the development of education in the country in general and community in particular.
 v. Explain his/her role as a role model for their students in school and in the community in general.

Unit 1: Society, Community & Culture
- Definition of Society & Community.
- Function and Structure of Society & Community.
- Characteristics of Culture.
- Transmission & Transformation of Culture.
- Culture and Elements of Pakistan Culture.

Unit 2: Groups & Groups Dynamics
- Meaning and Essentials of Group.
- Group Dynamics.
- Types of Social Group.
- Significance of Group in School System.
- Role of School & Teacher in molding individual & Group Behavior.

Unit 3: Socialization & Social Institution
- Definition of Socialization and Social Institution.
- Role of School and Teacher in Socialization of Individual.
- Functions & Importance of Socialization.
- Types of Socialization.
- The family.
- Economics institutions.
- Religious institutions.
- Political institutions.
- Educational institutions.
- Recreational institutions.

Unit 4: Social Change & Social Mobility
- Meaning of Social change & Social Mobility.
- Elements of Social change & Social Mobility.
- Effects of Technologies on Social change.

Unit 5: School & Community
- Relatives B/W School & Community.
- Effects of Community on School Teacher.
- Role of School & Teacher in Development of Community.
- A critical analysis of role of school and teacher as Pakistani community.

Unit 6: Social Control
- Definition of social control.
- Social conformity and social deviation.
- Peace, harmony & tolerance.
- Methods of social control.
- Role of school and teacher in developing social control.

Recommended Books
There is no standard textbook for this course. The books listed below should be treated as 'suggested' readings that can provide support material for both students and the Instructor. Chapters will be assigned chapters when deemed appropriate.
Marshall, L & Rowland, F. (2006). A guide to learning independently, 4th edn, Pearson Longman, French Forest, NSW.
Kotley, S.B, (2008). The Basics of Sociology, Greenwood Press: USA
Bashiruddin, A.& Retallick, J, (eds), (2009). Becoming Teacher Educators, Aga Khan University-Institute of Educational Development: Karachi
Hafeez, S, Pakistani Society,
In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:
Abdalla, M.J. & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study. In Qureshi, R. & Shamim, F.(eds) Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan
Qureshi, R. , Pirzado, P. & Nasim, S. (2007), Schooling in Rural Sindh, Pakistan, In Qureshi, R. & Rarieya, J. (eds), Gender and Education in Pakistan. Oxford University Press: Pakistan, pp.126-146.
Qureshi, R. (accepted for publication). Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?' Educational Awakening, Journal of the Islamic University Malaysia. 213
Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan, Muslim Education Quarterly, vol. 23 (1 & 2): pp.20-37.
Qureshi, R. (2008). Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,' Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.
Shaaban, M. & Qureshi, R. (2007) "Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities." Conference proceedings of the International Conference on "Quality in Education: Teaching and Leadership in Challenging Times" February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development:.pp.558-564.
Qureshi, R. & Shamim, F.(Eds). (2009). Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan.
Qureshi, R. & Rarieya, J. (Eds) (2007). Gender and Education in Pakistan. Karachi, Pakistan: Oxford University Press: Pakistan. Additional readings will be handed out in class.

Course Code: EDU:B2417	Teaching of Mathematics (Professional)	3 Credit Hours
ADE (2 years)	(4th Semester)	

Objectives

After completion of the course the students will be able to
  i. Understand numbers and operations.
 ii. Understand Sequence, probability and measurement.
iii. Learn functions and complex numbers.
 iv. To understand vectors

Unit 1: Number and operations
- Set definition & operations
- Prime & Composite Numbers
- Factors & Multiple
- Greatest common factor & Least common multiple
- Division of Whole numbers

Unit 2:Sequence
- Sequence and its terms
- Arithmetic sequence
- Geometric sequence

Unit 3: Probability
- Sample space and an event
- Probability definition
- Problems on probability

Unit 4: Measurement
- Terminology
- Units, Tools (instruments), and Precision
- Linear Measure
- Area, Volume, Weight, Time, Angle measure

Unit 5: Function
- Concept of a function
- Function Notation
- Various Representations of a function
- Table
- Graph
- Equation
- Rule (word)

Unit 6: Complex Numbers
- Complex numbers as ordered pairs of real numbers
- Graphical representation of complex numbers
- Solution of equations

Unit 7: Vectors
- Graphical representation of complex numbers
- Vectors in plane
- Vectors in space

Recommended Books
Manual of Objective Mathematics, Concept and Problems by S.M.Rizvi.
Self-tutor Mathematics by B.S.Grawal.
Construction Mathematics by Narinder Kaur Virdi
Mathematical Programming, Theory and Methods by S.M. Sinha.

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Course Code: EDU:B2418	Teaching of Social Studies (Professional)	3 Credit Hours
ADE (2 years)	(4th Semester)	

Objectives

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

i. Define Citizenship and describe its key concepts
ii. Understand and appreciate the kind of behaviors necessary for the functioning and maintenance of a democratic society
iii. Become familiar with the use of active learning pedagogies such as role play, debate discussion, group work and presentations in their classrooms
iv. develop and demonstrate the skills to teach controversial issues in their classrooms
v. Develop a respect for human rights including those of individuals and of minorities
vi. develop an awareness of the ways in which we learn about the past, and the methods and tools of the historian
vii. recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
viii. discuss how history can be used as a vehicle for processes, knowledge and understanding of Citizenship education
ix. understand the concept of culture and how it is transmitted
x. develop an appreciation for the rich complexity of a society's culture and an understanding of how the parts of a culture interrelate
xi. appreciate the similarities and differences that exist among societies of different times and places
xii. develop an understanding and appreciation for the rational and peaceful resolution of conflicts and settlement of disputes

Unit 1: Citizenship and Human Rights Education

A. Introduction to the course, Definitions, Rationale for teaching and learning of Citizenship
- Key Concepts of Citizenship education
- Controversial Issues—What, Why and How to teach them
B. Towards creating a better world—developing citizenship values, skills and dispositions through the teaching of controversial issues
- Links with other subject areas
- Citizenship rights
C. The Evolution of the concept of Human Rights
- Rights and Responsibilities, Defining Human Rights
- Civil, Political, Social, Economic and Cultural Rights
D. Women's rights, Children's rights, Interdependence
- Human dignity, Justice, Equality, Freedom,
- Universality, Indivisibility—Are human rights universal?
- Reflection and Review

Unit 2: History - People, Past Events and Societies

A. Definition, Rationale and Methods of History
- Key concepts: Time and Chronology
- Change and Continuity

B. Cause and Effect
- Multiple causation
- Multiple perspectives, Interpretation of history
- Reflection and Review

Unit 3: Geography - People, Place and Environment

A. Definition and Rationale for teaching and learning Geography
- Key Concepts/Themes of Geography: Location, Place, Human-environmental Interactions, Movement, Regions
- Skills required for teaching and learning Geography

B. Global Warming - exploring the issue
- Global Warming - a myth or reality?
- Controversy about the theory of, and responses to Global Warming
- Reflection and Review

C. Global Warming - exploring the issue
- Global Warming - a myth or reality?
- Controversy about the theory of, and responses to Global Warming
- Reflection and Review

Unit 4: Culture and Diversity

A. Rationale for the study of Culture
- The Dynamic Nature of Culture
- Groups and Institutions

A. Society, Socialization
- Civilization Cultural Adaptation

B. Assimilation, Acculturation
- Diffusion, Dissonance
- Multiculturalism and its implications
- Reflection and Review

C. Interdependence
- Peace and Sustainability
- Understanding Peace and Conflict

D. Why 'Peace Education', Teaching children the skills to resolve conflicts
- Positive attitudes and skills—empathy, cooperation, anger-management, and problem-solving
- Communication and Negotiation
- Reflection and Review

Unit 5: Power, Authority and Governance

A. Power, Government Systems and Regimes
- Institutions of Government, political processes and participation
- Civil society—individuals, groups and institutions
- Reflection and Review

Unit 6: Production, Distribution and Consumption

A. Definition of and Rationale for teaching and learning of Economics

- Conflict between wants and resources, Choice, Scarcity
- Opportunity cost

B. Economic systems

- Production and distribution of Wealth
- Supply and demand
- Reflection and Review

Recommended Books

National Council for the Social Studies Task Force on Standards for Teaching and Learning in the Social Studies. (2008) A vision of powerful teaching and learning in the social studies: Building effective citizens. Social Education, 72(5), 277-280.

Anderson, L. H. (2010). Chains. New York: Athenaeum Books for Young Readers.

Brophy, J. and Alleman, J. (2006). Powerful social studies for elementary students. Belmont, CA: Thomson Wadsworth. 223

Bailey, R. (ed) (2000) Teaching Values and Citizenship Across the Curriculum. London: Kogan Page.

Birzea, C. (2000). Education for democratic citizenship: a lifelong learning perspective. Strasbourg: Council of Europe.

Bridges, D. (1986). Dealing with controversy in the curriculum: A philosophical perspective. In J. Wellington (Ed.), Controversial issues in the curriculum. Oxford, UK: Basil Blackwell.

Citizenship Foundation (2004) 'Young People are not politically apathetic says new research'. Retrieved October 10, 2006, from http://www.citizenshipfoundation.org.uk/main/news.php?n83.

Citizenship foundation (2006) Controversial issues. Retrieved June 16, 2006, from www. citizenshipfoundation.org.uk/ main/page.php?12.

Clarke, B. (1994) Citizenship: London and Colorado: Pluto Press.

Clough, N & Holden, C. (2002) Education for Citizenship: Ideas into Action. London: Routledge/Flamer

Crick, B. (1998) Education for citizenship and the teaching of democracy in schools. Final report of the Advisory Group on Citizenship.

Crick, B.(2000) Essays on Citizenship. Continuum: London.

David, W. & Cleaf, V. (1991). Actions in elementary social studies. Massachusetts: Allyn and Bacon.

Davies, I. (2005). 100 Ideas for Teaching Citizenship. London: Continuum.

Dean, B. L. & Joldoshalieva, R. (2006). Teaching Controversial Issues: Is it possible in Pakistan.??? (Ed).Unpublished book chapter.

Delanty, G. (2000) Citizenship in a global age: Society, Culture Politics. Buckingham and Philadelphia: Open University Press.

Department for Education and Skills (2004) 'Introducing Citizenship Education: A guide for parents and carers'. Retrieved October 30, 2006, from

http://www.citizenshipfoundation.org.uk/main/resource.php?s256

Department for Education and Skills (no date) 'What is citizenship? 'Retrieved November 20, 2006, from www.dfes.gov.uk/citizenship/section.cfm?sectionId=3&hierachy=1.3

Engle, S. & Ochoa, A. (1988). Education for democratic citizenship: Decision making in social studies. New York: Teachers College Press.

Frazer, E.(2003). Citizenship Education: Anti-political Cultural and Political Education in Britain,

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Course Code: EDU:B2419	Teaching Practice	3 Credit Hours
B.Ed (1.5 years)	(2nd Semester)	

Objectives:

The main purpose of this course is to enable students and teachers:

- Reflect on and learn from teaching practice.
- Collaborate with peers, cooperating teacher and college/ supervisor, establishing professional relationships.
- Invite, accept, and utilize feedback from the supervising teacher, peers, and the college/university supervisor in a non-defensive manner.
- Produce and implement plans for teaching and learning which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for assessing student learning.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

Course Description

The prospective teachers will be placed in secondary schools for 4 weeks under the supervision of a faculty member. They will teach at actual classroom situation .They will have to prepare 40 lessons for their two optional subjects. The combination is as follow:

Science Subjects:	Group A: Physics & Mathematics
	Group B: Chemistry & Biology
Arts Subjects:	Group A: English & Urdu
	Group B: English & Pakistan Studies
	Group C: English & Islamyat
Marks:	This practical course will carry 100 marks and it will be evaluated by evaluation committee. The evaluation committee composition will be as follow:

- Director IER
- Head of Teaching Practice School
- DEO male or female
- Coordinator Practicum IER

a. School Placement:

The practicum experience in Semester 2 should provide secondary grade student teachers with a practicum placement in a secondary classroom.

During the practicum, students are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment).3 Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team building skills and utilization of all resources to enhance children's learning. Opportunities for peer coaching as well as coaching by the cooperating teacher and college/university supervisor should be provided.