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HIGHER EDUCATION COMMISSION

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SUBJECT: REVISED CURRICULUM FOR DEGREE PROGRAMS IN EDUCATION

The Higher Education Commission (HEC) of Pakistan, as mandated by its law, provides guidance to Higher Education Institutions (HEIs) on curricula for tertiary education levels in alignment with the National Qualifications Framework (NQF). To address evolving academic trends and market demands, HEC has revised the curriculum standards for Education degree programs at NQF level, 5, 6 and 7. These updated standards are aligned with HEC's Undergraduate Education Policy V 1.1 (2023) and Graduate Education Policy (2023), ensuring coherence with national priorities and adherence to international benchmarks.

2. The revised curricula for Education degree programs, incorporating option for advanced electives are hereby notified. Universities offering these programs are advised to align their Education curricula with these updated standards as a minimum requirement. Additionally, the respective departments must develop course content in accordance with the prescribed framework, ensuring that the programs address both national and local needs. The finalized course content should be submitted electronically to this office at the earliest. An electronic copy of the revised curricula is available on HEC's official website.

HIDAYATULLAH KASI

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CURRICULUM
FOR
EDUCATION DEGREE PROGRAMS
ASSOCIATE DEGREE
B.ED 4 -YEAR
B.ED 2.5 -YEAR
B.ED 1.5 -YEAR
MPHIL EDUCATION
(2025)



HIGHER EDUCATION COMMISSION
ISLAMABAD – PAKISTAN

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PREFACE

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic program are required to undergo to achieve some specific objectives. It includes a scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/ evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

Higher Education Commission, since its inception, has been involved in developing /revising the curricula on periodic basis through National Curriculum Revision Committees (NCRCs) comprising of eminent academics, researchers from HEC recognized universities/DAIs, professional councils, R&D organizations of repute and industry professionals. So far, HEC has developed and revised curricula of 150+ disciplines for undergraduate and graduate programs in various fields of Natural Sciences, Applied Sciences, Social Sciences, Art & Humanities, Engineering & Technology, Medical, Allied Health Sciences, Agriculture, Computing, Law, and Administration.

Over the period of time, labor markets in the world have substantially changed, hence, the demand for workforce skills has also altered. Due to these transformations, there is a need to produce well-rounded individuals who not only have the required knowledge base of specific discipline but also possess the required skills to increase their market readiness for them to contribute to the overall socio-economic development of the country. HEC has introduced the Undergraduate Education Policy 2023, which provides an overarching framework for undergraduate programs. This curriculum document is prepared in light of the UGE Policy 2023.

Dr. Amjad Hussain
Director General
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GUIDING PRINCIPLES

Minimum Standards

The curriculum standards and guidelines prescribed under this policy are mandatory at minimum level. Universities or the concerned departments may however set higher standards provided that the standards prescribed herein are not reduced or compromised.

Course Sequence, Titles and Credits

For Bachelor of Education (B.Ed) and MS/MPhil in Education degree program, the sequence of courses prescribed under this document is logically arranged for guidance of Institutions. The offering department may rearrange the sequence provided that the essence of the courses prescribed in policy remains intact. The department may add more courses as and when required subject to approval of university's relevant statutory body.

Course Learning Outcomes

Course learning outcomes (CLOs) are the bare minimum standards of learning that students must achieve upon completing a specific course. These outcomes serve as essential benchmarks, ensuring consistency in the quality of education across institutions. The CLOs prescribed herein represent the minimum level of competency and understanding expected from students. While these standards must not be compromised, departments are encouraged to enhance the rigor of the CLOs by incorporating additional learning outcomes, provided these do not alter the essence of the prescribed standards. In this policy, CLOs are exclusively developed for major field courses within the program. For interdisciplinary courses, departments offering these courses are responsible for developing their CLOs in alignment with their respective disciplines and program requirements. Moreover, CLOs for elective courses are not prescribed here, as these are advanced or specialized courses. The development of CLOs for electives is the responsibility of the respective departments, taking into account the course's advanced nature and relevance to the program. For general education courses as required under the HEC Undergraduate Education Policy V 1.1., departments may adopt the CLOs prescribed in the HEC-developed model courses.

Course Syllabus

This document serves as a comprehensive guideline describing the course learning outcomes (CLOs) for each course offered in the B.Ed and MS/MPhil in Education degree program as minimum standards. The offering department is mandated to meticulously prepare, modify, and tailor the syllabus of each course, ensuring alignment with the stipulated learning outcomes. It is in this regard imperative that the department utilizes instructional, reference, and reading materials that it deems appropriate to effectively meet the CLOs.

General Education

For B.Ed and Associate Degree programs, the courses prescribed for General Education component must mandatorily be offered with the same titles and credits as prescribed under HEC Undergraduate Education Policy V 1.1. The concerned departments may adopt and follow the learning outcomes and study contents developed by HEC for these courses as available on its website.

Requirement of Field Experience / Internship

It is a mandatory degree award requirement of three (03) credit hours for Bachelor of Education (B.Ed). Internship of six (06) to eight (08) weeks (preferably undertaken during semester or summer break) must be graded by a faculty member in collaboration with the supervisor in the field. This requirement cannot be substituted with additional course work, capstone or project work.

Requirement of Capstone Project

It is a mandatory degree award requirement of three (03) credit hours for Bachelor of Education (B.Ed). A capstone project is multifaceted body of work that serves as a culminating academic and intellectual experience for students. The capstone project must be supervised and graded by a faculty member as per the protocols prescribed by the concerned department. This requirement cannot be substituted with additional course work or internship.

Associate Degree in Education

The first-four semesters of the Bachelor of Education (B.Ed) as prescribed in this policy are aligned with the structure of Associate Degree Program in Education. Capstone Project and Field experience is not a mandatory requirement for the Associate Degree in Education.

Entry And Exit Provisions at Undergraduate Level

a. Pathway for Graduates with Associate Degree

- Students having completed Associate Degree in Education and related disciplines are allowed admission in the fifth semester of the Bachelor of Education (B.Ed) program.
- Students having completed Associate Degree in disciplines other than Education may be offered deficiency courses from 15-18 credits through bridging semester prior to enrollment in 5th Semester of B.Ed Program. The bridging courses shall be determined by the concerned admitting department.
- The minimum eligibility for admission in the fifth semester in above cases is 2.00/4.00 CGPA in the prior qualification i.e., Associate Degree. The concerned university may, however, set higher eligibility and admission criteria for admission in the fifth semester of B.Ed four year degree program.

b. Pathway for Graduates with Conventional BA/BSc/Equivalent Degree Programs

- Students having completed two-year conventional BA/BSc/equivalent degree programs are allowed admission in the fifth semester of B.Ed four year degree program, in which case, such students shall be required to complete deficiency courses from 15-18 credit hours through bridging semester. The bridging courses shall be determined by the concerned admitting department.
- The minimum eligibility for admission in the fifth semester in this case is 45% cumulative score in the prior qualification i.e., two-year conventional BA/BSc/equivalent degree programs. The concerned university may however set higher eligibility and admission criteria for admission in the fifth semester of B.Ed program.

c. Exiting from Bachelor of Education with the Associate Degree

- Students enrolled in B.Ed four year degree program are allowed to exit with Associate Degree in Education provided that they have completed the requirements of the first-four semesters of the B.Ed program as prescribed in this policy.

BACHELOR OF EDUCATION (B.ED)

PROGRAM DESCRIPTION

The role of a teacher in shaping the future of society has an extraordinary significance. They not only impart knowledge but also inspire, motivate, and guide students in their developmental journey. To perform this multifaceted role efficiently and effectively, they must possess a strong foundation of content knowledge, pedagogical skills, certain level of professionalism, and a variety of competencies tailored to meet diverse student needs across different educational levels. The program's holistic approach ensures that graduates will not only be knowledgeable in their subject areas but also proficient at engaging and inspiring students from diverse backgrounds. To address all these concerns and to make teaching a profession of choice, B.Ed. (12+4) program was developed in 2006. By cultivating a strong foundation in these areas, the B.Ed program focuses to produce skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and community at large. 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. The B.Ed program provides a comprehensive curriculum that covers a wide range of subjects including mathematical reasoning, science, language, social sciences, and the arts. 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. In an ever-evolving world where new information and discoveries are made daily, teachers must stay updated with the latest developments in their respective fields. The B.Ed curriculum incorporates contemporary educational resources, research methodologies, and technological advancements, enabling educators to provide their students with the most accurate and engaging content. The pedagogical training aspect of the B.Ed program is designed to enhance teachers' understanding of how students learn, the various learning styles and modalities, and the best practices for fostering an inclusive and positive learning environment. Prospective teachers engage in hands-on experiences, including school observations, simulations, and teaching practicums as practice teaching, that allow them to apply their theoretical learning in real classroom settings. Learning how to design effective lesson plans, assess student performance, and adapt instruction based on student needs are crucial components of pedagogical training. Furthermore, the integration of technology into pedagogy is a key focus of the B.Ed program, preparing educators to leverage digital tools to enhance learning and engagement. The B.Ed degree program instills a sense of ethical responsibility, accountability, and commitment to lifelong learning. Educators are encouraged to reflect on their practices, engage in professional development, and collaborate with colleagues to improve their skills and support one another. Future teachers learn the importance of building relationships with students, parents, and the broader community. This involves effective communication skills, cultural competence, and an understanding of the social and emotional factors that influence learning. An emphasis on equity and inclusivity ensures that all students, regardless of their backgrounds or abilities, receive the attention and support they need to succeed. In the clinical model of developing teachers as professionals, it is important for that prospective teacher to gain adequate insight into the ground realities of school and classrooms through their attachments in schools and communities. This rich experience of practice enables prospective teachers to bring a positive attitude in classroom teaching and understanding a plurality of cultures. This breakthrough is expected to facilitate the process of multiculturalism and pluralism in our education system to bring about social transformation in the society. Hence, a blend of content and pedagogical courses has been provided in the scheme of studies – the two years of graduate courses and two years long professional courses to prepare prospective teachers as professionals in education. In addition, the revised curriculum is based on the principal of choice and flexibility, allowing different entry points and the accumulation of credits for the two year degree

courses to be transferred to join the 4 year B.Ed program. The revised Bachelor of Education (B.Ed) is designed in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. to provide students with a comprehensive understanding of teaching and learning process.

STANDARD NOMENCLATURE

For the sake of standardization, all the undergraduate degree programs (NQF level 6 qualifications) in the discipline of **Education** shall only be offered with the title of “**Bachelor of Education (B.Ed)**” and henceforth, degree programs at equivalent level with same purpose and scope having different nomenclatures shall accordingly be renamed as **Bachelor of Education (B.Ed)** and specializations shall be reflected on transcripts only and not on degrees.

ELIGIBILITY AND ADMISSION CRITERIA

Higher Secondary School Certificate (involving 12 years of schooling) in any discipline or an Inter Board Coordination Commission (IBCC) equivalent qualification is the eligibility requirement for admission in the Bachelor of Education (B.Ed) four year degree program and Associate Degree Program in Education (ADE).

The admitting university may set minimum eligibility scores and may conduct entry / admission test through its own testing body or an external testing services provider of repute as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

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

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

PROGRAM STRUCTURE – B.ED (04 YEAR)

The Bachelor of Education (B.Ed) 04 year degree program is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. and comprises of minimum **132 credit hours** (including internship / field experience) spread over eight (08) regular semesters. Universities may offer courses up-to maximum of 148 credit hours 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		132 credit hours
General Education Courses		34 credit hours (14 courses)
Major Education Courses		80 credit hours
Major (80 Credit Hours)	Professional Courses Education (Compulsory/Fixed)	36 credit hours (12 courses)
	Class Observation and Practice Teaching (Practical/Fixed)	02+06 = 08 Credits (3 courses)
	Pedagogy Courses (Compulsory/Fixed)	18 credit hours (06 courses)
	Specialization Courses (Electives)	18 credit hours (6 courses) – (From Pool of Courses for Area of Specialization from Pool of Specializations)
Interdisciplinary Courses		12 credit hours (4 courses) (From Pool of Courses)
Internship		3 credit hours
Capstone Project/Thesis		3 credit hours
Program Duration		Minimum: 4 Years Maximum: 6 Years
Semester Duration		16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)		15-21 credit hours for regular semesters 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.

Standard Scheme of Study for the program of Bachelor of Education (B.Ed) four-year degree program is given as under:

SEMESTER I

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Quantitative Reasoning – I *	3 (3-0)	General Education
2	Natural Science **	3 (2-1)	General Education
3	Functional English *	3 (3-0)	General Education
4	Applications of Information & Communication Technologies (ICT) *	3 (2-1)	General Education
5	Professional Course Education I	3 (3-0)	Major: Professional Course
6	Professional Course Education II	3 (3-0)	Major: Professional Course
Total Credits (18)			

SEMESTER II

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Quantitative Reasoning – II *	3 (3-0)	General Education
2	Social Sciences ***	2 (2-0)	General Education
3	Expository Writing *	3 (3-0)	General Education
4	Professional Course Education III	3 (3-0)	Major: Professional Course
5	Professional Course Education IV	3 (3-0)	Major: Professional Course
6	Professional Course Education V	3 (3-0)	Major: Professional Course
7	Fehm-e-Quran – I (for Muslim Students)	01(0-1)	General Education
Total Credits (18)			

SEMESTER III

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Arts & Humanities ****	2 (2-0)	General Education
2	Islamic Studies * (Ethics for non-Muslim students)	2 (2-0)	General Education
3	Ideology & Constitution of Pakistan *	2 (2-0)	General Education
4	Professional Course Education VI	3 (3-0)	Major: Professional Course
5	Professional Course Education VII	3 (3-0)	Major: Professional Course
6	Professional Course Education VIII	3 (3-0)	Major: Professional Course
7	Pedagogy Course - I	3 (3-0)	Major: Pedagogy Course
8	Fehm-e-Quran – II (for Muslim Students)	01(0-1)	General Education
Total Credits (19)			

SEMESTER IV

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Pakistan Studies *	2 (2-0)	General Education
2	Civics & Community Engagement * a) Scouting OR Emergency Training b) Community Service	2 (1-1)	General Education
3	Entrepreneurship *	2 (2-0)	General Education
4	Professional Course Education IX	3 (3-0)	Major: Professional Course
5	Professional Course Education X	3 (3-0)	Major: Professional Course
6	School Observation	2 (0-2)	Major
7	Pedagogy Course - II	3 (3-0)	Major: Pedagogy Course
Total Credits (17)			

- The student may Exit with Associate Degree in Education after completion of 04 Semesters in B.Ed four year degree program.

SEMESTER V

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Interdisciplinary Course - I	3 (3-0)	Interdisciplinary Courses
2	Interdisciplinary Course - II	3 (3-0)	Interdisciplinary Courses
3	Professional Course Education XI	3 (3-0)	Major: Professional Course
4	Pedagogy Course - III	3 (3-0)	Major: Pedagogy Course
5	Specialization Elective Course I	3 (3-0)	Major: Elective
Total Credits (15)			

SEMESTER VI

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Interdisciplinary Course - III	3 (3-0)	Interdisciplinary Courses
2	Professional Course Education XII	3 (3-0)	Major: Professional Course
3	Pedagogy Course - IV	3 (3-0)	Major: Pedagogy Course
4	Pedagogy Course - V	3 (3-0)	Major: Pedagogy Course
5	Specialization Elective Course II	3 (3-0)	Major: Elective
Total Credits (15)			

SEMESTER VII

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Practice Teaching - I	3 (0-3)	Major: Practical Course
2	Pedagogy Course - VI	3 (3-0)	Major: Pedagogy Course
3	Specialization Elective Course– III	3(3–0)	Major: Elective
4	Specialization Elective Course– IV	3(3–0)	Major: Elective
5	Capstone Project	3	Capstone Project
Total Credits (15)			

SEMESTER VIII

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Practice Teaching - II	3 (0-3)	Major: Practical Course
2	Interdisciplinary Course - IV	3 (3-0)	Interdisciplinary Courses
3	Specialization Elective Course– V	3(3–0)	Major: Elective
4	Specialization Elective Course– VI	3(3–0)	Major: Elective
5	Internship	3	Internship
Total Credits (15)			

* HEC designed model courses may be used by the university.

** The university / offering department may offer any course in the broader category of “**Natural Sciences**” which should have relevance to the purpose of the degree program. The course of “General Science / Environmental Science” is suggestive one only. A detailed list of courses related to the **Natural Sciences** is also given.

*** The university / offering department may offer any course in the broader category of **“Social Sciences”** including but not limited to a course of Psychology, Sociology, Anthropology etc. The course of “Sociology” is suggestive one only. A detailed list of courses related to the **Social Sciences** is also given.

**** The university / offering department may offer any course in the broader category of **“Arts and Humanities”** including but not limited to a course of regional or international language such as Chinese, Arabic, French, Spanish etc. or any other course such as Philosophy, History etc. The course of “History” is suggestive one only. A detailed list of courses related to the **Arts and Humanities** is also given.

List of Major Professional Courses (Mandatory for Education Programs in All Specializations)

1.	Foundations of Education
2.	Inclusive Education
3.	Education for Sustainable Development
4.	Educational Psychology
5.	Research Methods in Education
6.	Curriculum Development
7.	Critical Thinking and Reflective Practices
8.	Educational Assessment and Evaluation
9.	School Management
10.	Educational Policies and Plans of Pakistan
11.	Contemporary Literacies
12.	Teaching Profession

List of Major Pedagogy Courses

1.	Teaching of English
2.	Teaching of Urdu
3.	Teaching of Art, Crafts and Calligraphy
4.	Teaching of Mathematics
5.	Teaching of Science
6.	Teaching of Social Studies and Islamiat

Suggested List of Interdisciplinary Courses

(The student has to choose 04 courses within below mentioned Interdisciplinary courses offered by HEI. HEIs are at liberty to add more courses to the list)

1.	Education, Power and Politics
2.	Economics of Education
3.	Health and Safety Education
4.	Child Abuse and Safety
5.	Education in Pakistan
6.	Islamic Education
7.	Sociology of Education
8.	History of Education
9.	Media Education
10.	Science, Technology and Society
11.	Comparative Education

12. Guidance and Counselling in School
13. Production of Resource Materials
14. Human Growth and Development
15. Exceptional Children
16. Development of Individualized Education Plan
17. Family Problems and Interventions

Suggested List of Natural Science Courses

(The student has to choose 01 course within below mentioned courses offered by HEI)

1. General Science
2. Environmental Science
3. Public Health
4. Human Nutrition
5. General Mathematics

Suggested List of Social Science Courses

(The student has to choose 01 course within below mentioned courses offered by HEI)

1. Psychology
2. Philosophy
3. Economics
4. History
5. Political Science
6. Sociology
7. Social Work

Suggested List of Arts and Humanities Courses

(The student has to choose 01 course within below mentioned courses offered by HEI)

1. Urdu
2. Arabic
3. Persian
4. Statistics
5. Fine Arts
6. Journalism
7. Physical Education
8. Geography

Areas of Specialization (Tracks for Specialization Courses/Electives)

(The student has to choose any 01-specialization track from this given list of 25+ areas of specializations. Once specialization track is chosen, the student shall opt 06 courses from the selected specialization to fulfill requirement of the four-year degree program in Education. In each specialization track, 07 suggestive courses are given. HEIs may add more to the list depending on availability of faculty and resources. Similarly, more Specialization tracks under Education could also be added by HEIs)

1. Early Childhood Care and Education
2. Educational Research
3. Educational Assessment
4. Child Rights and Safety Education
5. Educational Policy and Planning
6. Curriculum Studies
7. Educational Leadership and Management

8.	Educational Psychology
9.	Guidance and Counseling
10.	Inclusive Education
11.	Literacy and Non-Formal Education
12.	Online and Distance Learning
13.	Quality Assurance in Education
14.	Comparative Education
15.	Teacher Professional Development
16.	Mathematics Education
17.	STEM Education
18.	Islamic Education
19.	Education for Sustainable Development
20.	Educational Entrepreneurship
21.	Educational Technology
22.	Health and Physical Education
23.	Artificial Intelligence in Education
24.	Special Education (Intellectual Impairments)
25.	Special Education (Visual Impairments)
26.	Special Education (Physical Impairments)
27.	Special Education (Hearing Impairments)
28.	Special Education (Learning Disabilities)
29.	Special Education (Autism Spectrum Disorder)

Specialization 1: Early Childhood Care and Education <i>(Select any Six Courses)</i>	
1.	Child Care and Development
2.	Early Childhood Education: History, Theory & Practice
3.	Early language and Literacy Development
4.	Models of Early Childhood Care and Education
5.	Educational Games at ECE Level
6.	Assessment of Learning in Early Years
7.	Creative Arts and Expression for Early learners
8.	Technology in Early Childhood Education
Specialization 2: Educational Research <i>(Select any Six Courses)</i>	
1.	Data Analysis: Qualitative and Quantitative Techniques
2.	Project Management
3.	Report Writing
4.	Instrument Development
5.	Technology and Tools for Educational Research
6.	Research Methods for Education in the Digital Age
7.	Research Ethics and Professional Writing
8.	Applied Research in Education
Specialization 3: Educational Assessment <i>(Select any Six Courses)</i>	
1.	Test Development
2.	Classroom Assessment Strategies
3.	Alternative Assessment Techniques
4.	Educational Assessment in the Digital Age
5.	Data-driven Decision Making in Educational Assessment

6.	Assessment and Reporting of Students' Learning
7.	Technology based Assessment
8.	Psychometrics and Standardized Testing
Specialization 4: Child Rights and Safety Education <i>(Select any Six Courses)</i>	
1.	Child Development and Child Welfare
2.	Children's Abuse and Safety
3.	Child Protection Law
4.	Creating Safe and Inclusive Learning Environments
5.	Health Care and Hygienic Safety of Children
6.	Child Rights: Global Perspective
7.	Developing Safe Schools
8.	Child Safety and Wellbeing
Specialization 5: Educational Policy and Planning <i>(Select any Six Courses)</i>	
1.	Introduction to Policy and Planning
2.	Educational Policy and Planning in Pakistan
3.	Policy and Planning: Models and Techniques
4.	Challenges of Policy Development and Planning
5.	Policy and Planning in Comparative Perspective
6.	Education Policy and Reform
7.	Education Policy and Practice
Specialization 6: Curriculum Studies <i>(Select any Six Courses)</i>	
1.	Curriculum Planning, Design and Implementation
2.	Curriculum Evaluation and Assessment
3.	Models of Curriculum
4.	Localization and Contextualization of Curriculum
5.	Curriculum Change & Innovation
6.	Curriculum Adaptation
7.	Comparative Curriculum Studies
8.	Instructional Materials Development
Specialization 7: Educational Leadership and Management <i>(Select any Six Courses)</i>	
1.	School Organization and Management
2.	Foundations of Educational Leadership
3.	Educational Laws and Policies
4.	Leadership for Inclusive and Culturally Responsive Schools
5.	Human Resource Management in Education
6.	Human Relations in Schools
7.	Financial Management for School Leaders
8.	Educational Planning & Financing
Specialization 8: Educational Psychology <i>(Select any Six Courses)</i>	
1.	Foundations of Education Psychology
2.	Social and Emotional Learning
3.	Mental Health and Wellbeing in Education
4.	Positive Psychology
5.	Behavioral Management and Classroom Discipline
6.	Cognition and Metacognition
7.	Child Development and Learning

8.	School Psychology
Specialization 9: Guidance and Counselling <i>(Select any Six Courses)</i>	
1.	Guidance and Counselling: Theory and Practice
2.	Counselling Children in Schools
3.	Child Guidance: Theory and Practice
4.	Models of Counselling
5.	Career Counselling in Schools
6.	Mental Health and Wellbeing in Schools
7.	Counseling Theories and Techniques
Specialization 10: Inclusive Education <i>(Select any Six Courses)</i>	
1.	Inclusive Education: Theory and Practice
2.	Assessment in Inclusive Education
3.	Inclusive School Leadership
4.	Inclusive Classroom Pedagogies
5.	Creating Inclusive Schools
6.	Comparative Perspectives of Inclusive Education
7.	Instructional Adaptation for Inclusion
Specialization 11: Literacy and Non-Formal Education <i>(Select any Six Courses)</i>	
1.	Introduction to Literacy and Non-Formal Education
2.	Approaches and Methods of Non-Formal Education
3.	Global Practices for Literacy and Non-Formal Education
4.	Non-Formal Education and Innovative Teaching Strategies
5.	Designing Literacy Programs for Marginalized Groups
6.	Foundations of Literacy
7.	Digital Literacy for Education
Specialization 12: Online and Distance Education <i>(Select any Six Courses)</i>	
1.	Instructional Design for Online Learning
2.	Theories and Models of Distance Education
3.	Technology Tools and Platforms for Distance Learning
4.	Pedagogy and Best Practices in Online Teaching
5.	Leadership in E-Learning and Distance Education
6.	Designing and Implementing e-Learning
7.	Distance Education: Global Challenges and Trends
Specialization 13: Quality Assurance in Education <i>(Select any Six Courses)</i>	
1.	Fundamentals of Quality Management
2.	Total Quality Management in Education
3.	Quality Tools and Techniques for Schools
4.	Quality Control and Inspection of Schools
5.	Quality Auditing in Schools
6.	Introduction to Quality Assurance in Education
7.	Managing Educational Quality
Specialization 14: Comparative Education <i>(Select any Six Courses)</i>	
1.	Models of Comparative Education
2.	Education in Muslim World: Comparative Perspective
3.	Education in Developed World: Comparative Perspective

4.	Global Education: Trends and Challenges
5.	Educational Effectiveness and Ineffectiveness
6.	Introduction to Comparative and International Education
7.	Education and Social Change: Comparative Perspective
Specialization 15: Teacher Professional Development <i>(Select any Six Courses)</i>	
1.	Teacher Education Theories and Models
2.	Teacher Education in Pakistan: Historical Perspective
3.	Teacher Education in Islamic Perspective
4.	Teacher Education in Global Perspective
5.	Teacher Education: Problems and Prospects
6.	Professional Development for Teachers
7.	Transforming Teacher Learning with Technology
Specialization 16: Mathematics Education <i>(Select any Six Courses)</i>	
1.	Calculus
2.	Plane Curves & Analytical geometry
3.	Vectors & Mechanics
4.	Linear Algebra and Ordinary Differential Equations
5.	Metric Spaces & Group Theory
6.	Mathematical Thinking and Learning
7.	Mathematics Education in 21 st Century
Specialization 17: STEM Education <i>(Select any Six Courses)</i>	
1.	Instructional Scaffolding in STEM Education
2.	Integrating STEM Education Methods
3.	Introduction to STEM Education
4.	STEM Curriculum Design and Instructional Materials
5.	Learning in STEM
6.	Innovative STEM Education
7.	Technology in STEM Education
Specialization 18: Islamic Education <i>(Select any Six Courses)</i>	
1.	Islamic Pedagogy and Teaching Methods
2.	Foundations of Islamic Education
3.	Quranic Teachings and Modern World
4.	Islamization of Education
5.	Seerat Un Nabi (PBUH)
6.	Islamic Education Leadership and School Management
7.	Comparative Islamic and Western Education Systems
Specialization 19: Education for Sustainable Development <i>(Select any Six Courses)</i>	
1.	Principles and Practices of Education for Sustainable Development
2.	Global Citizenship Education and Sustainability
3.	Change Management for Sustainable Development
4.	Global Challenges and Sustainable Futures
5.	Community Engagement and Sustainable Development
6.	Foundations of Education for Sustainable Development
7.	Sustainability and Development Education
Specialization 20: Educational Entrepreneurship <i>(Select any Six Courses)</i>	
1.	Foundations of Educational Entrepreneurship

2.	Design Thinking for Education Innovation
3.	Building and Scaling Educational Ventures
4.	Education Technology and Entrepreneurship
5.	Social Entrepreneurship in Education
6.	Leadership and Educational Entrepreneurship
7.	Educational Entrepreneurship: Innovation in Learning
Specialization 21: Educational Technology <i>(Select any Six Courses)</i>	
1.	Instructional Design and Technology
2.	Emerging Technologies in Education
3.	Learning Analytics and Educational Data
4.	Mobile and Online Learning Development
5.	Learning Management Systems (LMS) and E-Learning Tools
6.	Digital Teaching and Learning
7.	Gamification and Interactive Learning
Specialization 22: Health and Physical Education <i>(Select any Six Courses)</i>	
1.	Foundations of Health and Physical Education
2.	Kinesiology and Exercise Science
3.	Health Education and Wellness Promotion
4.	Sports Coaching and Pedagogy
5.	Inclusive Physical Education
6.	Teaching Health Education in Schools
7.	Physical Education for 21 st Century Schools
Specialization 23: Artificial Intelligence in Education <i>(Select any Six Courses)</i>	
1.	Introduction to Artificial Intelligence in Education
2.	Artificial Intelligence in Schools
3.	Artificial Intelligence for Teachers and Education Leaders
4.	Artificial Intelligence Supported Educational Technologies
5.	Artificial Intelligence in Education: Ethics and Impacts
6.	Future Trends and Innovations in AI for Education
7.	Artificial Intelligence Powered Learning Tools and Platforms
Specialization 24: Special Education (Intellectual Impairments) <i>(Select any Six Courses)</i>	
1.	Introduction to Intellectual and Developmental Disabilities
2.	Teaching Children with Intellectual and Developmental Disabilities
3.	Transition Planning for Students with IDD
4.	Assessment Practices for Intellectual and Developmental Disability
5.	Functional and Independent Living Skills for Children with IDD
6.	Behavior Management of Children with IDD
7.	Assistive Technologies for Students with IDD
Specialization 25: Special Education (Physical Impairments) <i>(Select any Six Courses)</i>	
1.	Teaching Children with Physically Impairment
2.	Assistive Technologies for Children with Physical and Health Impairment
3.	Etiology of Physical and Health Impairment
4.	Curriculum Development in Physical Education
5.	Management of Physical and Health Impairment
6.	Educational Adaptation for Children with Physical and Health Impairment
7.	Accessible Learning Environment for Children with Physical and Health Impairment
Specialization 26: Special Education (Hearing Impairments) <i>(Select any Six Courses)</i>	

1.	Teaching Children with Hearing Impairment
2.	Assistive Technologies for Children with Hearing Impairment
3.	Sign Language
4.	Audiology and Hearing Disorder
5.	Speech and Language Development
6.	Inclusion and Accessibility for Deaf and Hard-of-Hearing Students
7.	Cognitive and Social-Emotional Development in Deaf Children
Specialization 27: Special Education (Visual Impairments) (Select any Six Courses)	
1.	Teaching Children with Visual Impairments
2.	Assistive Technologies for Children with Visual Impairments
3.	Braille Literacy, Tactile and Digital Learning for Blind Students
4.	Etiology of Visual Impairments
5.	Orientation and Mobility Skills for Visual Impairments
6.	Cognitive and Social-Emotional Development in Children with Visual Impairments
7.	Inclusive Education and Accessibility for Students with Visual Impairments
Specialization 28: Special Education (Learning Disabilities) (Select any Six Courses)	
1.	Teaching Children with Learning Disabilities
2.	Assistive Technologies and Digital Learning for Children with Learning Disabilities
3.	Etiology of Learning Disabilities
4.	Intervention and Assessment of Learning Disabilities
5.	Cognitive and Neurodevelopmental Approaches to Learning Disabilities
6.	Instructional and Management Strategies for Learning Disabilities
7.	Behavioral and Emotional Regulation Strategies for Students with Learning Disabilities
Specialization 29: Special Education (Autism Spectrum Disorders) (Select any Six Courses)	
1.	Teaching Children with Autism Spectrum Disorders
2.	Assistive Technologies and Communication Strategies for Children with Autism Spectrum Disorders
3.	Autism Spectrum Disorders: Nature, Needs and Etiology
4.	Assessment of Children with Autism Spectrum Disorder
5.	Neuroscience and Autism: Understanding the Brain
6.	Therapeutics Interventions in Autism Spectrum Disorder
7.	Social-Emotional Learning and Autism: Strategies for Inclusion

ASSOCIATE DEGREE IN EDUCATION (ADE)

PROGRAM STRUCTURE – ASSOCIATE DEGREE IN EDUCATION

The Associate Degree in Education (ADE) is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. and comprises of minimum **72 credit hours** spread over four (04) regular semesters. Scheme of ADE is same as that of first four semesters of B.Ed Four year degree program mentioned above.

BACHELOR OF EDUCATION (B.ED) 2.5 YEAR

PROGRAM DESCRIPTION

The B.Ed 2.5 year (14+2.5) program focuses to produce skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and community at large.

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) 2.5 year program is designed in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. to provide students with a comprehensive understanding of teaching and learning process.

ELIGIBILITY AND ADMISSION CRITERIA

The eligibility requirement for admission in the **Bachelor of Education (B.Ed) 2.5 year** degree program is 14 years qualification in disciplines other than Education.

The admitting university may set minimum eligibility scores and may conduct entry / admission test through its own testing body or an external testing services provider of repute as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

By the completion of Bachelor of Education (B.Ed) 2.5 year degree program, the graduates will be able to:

- Demonstrate a comprehensive understanding of content knowledge, educational theories, instructional strategies, and assessment methods to effectively plan, deliver, and evaluate lessons that engage and support diverse learners.
- Apply differentiated student centered instructional techniques to accommodate varied learning styles, abilities, and backgrounds, ensuring all students can succeed academically and socially in an equitable environment to foster collaboration, critical thinking and problem solving skills.
- Exhibit a strong commitment to professional ethics, including respect, integrity, and confidentiality, while fostering an inclusive, equitable, and culturally responsive learning environment.
- Show a commitment to lifelong learning by staying informed of current research, technological advancements, and innovations in education that enhance instructional effectiveness and contribute to professional growth.

PROGRAM STRUCTURE – B.ED (2.5 YEAR)

The Bachelor of Education (B.Ed) 2.5 year degree program is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1. and comprises of minimum **84 credit hours** (including internship / field experience) spread over five (05) regular semesters. Universities may offer courses 84-90 credit hours 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		84 credit hours
Major Courses		78 credit hours
Major (78 Credit hours)	Professional Courses Education (Compulsory/Fixed)	36 credit hours (12 courses)
	Practice Teaching (Practical Compulsory/Fixed)	06 Credits (2 courses)
	Pedagogy Courses (Compulsory/Fixed)	18 credit hours (06 courses)

Specialization Courses (Electives, From Pool of Courses)	18 credit hours (6 courses) – Any One Area of Specialization from pool of Specializations
Internship	3 credit hours
Capstone Project/Thesis	3 credit hours
Program Duration	Minimum: 2.5 Years (05 Semesters) Maximum: 3.5 Years
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	15-21 credit hours for regular semesters 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.

- *Major Professional Courses, Pedagogy Courses and Choice of Specialization/Electives shall remain same as that of B.Ed four year degree program.*
- The university / offering department may offer any **Specialization** from the list of **Specializations** given in this document. Any six courses may be selected from the list of elective courses for respective specialization or any other course where required as per its program objectives, university's geographical location and available academic and faculty resources. Credit combination (reflecting balance of theory and lab / field work) must be arranged in accordance with the nature of the course.

SEMESTER I

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Professional Course Education - I	3 (3-0)	Major: Professional Course
2	Professional Course Education - II	3 (3-0)	Major: Professional Course
3	Professional Course Education - III	3 (3-0)	Major: Professional Course
4	Professional Course Education - IV	3 (3-0)	Major: Professional Course
5	Professional Course Education - V	3 (3-0)	Major: Professional Course
6	Professional Course Education - VI	3 (3-0)	Major: Professional Course
Total Credits (18)			

SEMESTER II

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Professional Course Education – VII	3 (3-0)	Major: Professional Course
2	Professional Course Education – VIII	3 (3-0)	Major: Professional Course
3	Professional Course Education – IX	3 (3-0)	Major: Professional Course
4	Professional Course Education – X	3 (3-0)	Major: Professional Course
5	Professional Course Education – XI	3 (3-0)	Major: Professional Course
6	Professional Course Education – XII	3 (3-0)	Major: Professional Course
Total Credits (18)			

SEMESTER III

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Pedagogy Course - I	3 (3-0)	Major: Pedagogy Course
2	Pedagogy Course - II	3 (3-0)	Major: Pedagogy Course
3	Pedagogy Course - III	3 (3-0)	Major: Pedagogy Course
4	Pedagogy Course - IV	3 (3-0)	Major: Pedagogy Course
5	Pedagogy Course - V	3 (3-0)	Major: Pedagogy Course
6	Pedagogy Course - VI	3 (3-0)	Major: Pedagogy Course
Total Credits (18)			

SEMESTER IV

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Specialization Elective Course I	3 (3-0)	Major: Elective
2	Specialization Elective Course II	3(3-0)	Major: Elective
3	Specialization Elective Course III	3(3-0)	Major: Elective
4	Capstone- Project/Thesis	3(0-3)	Capstone Project
5	Practice Teaching I	3 (0-3)	Major: Practical Course
Total Credits (15)			

SEMESTER V

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Specialization Elective Course IV	3(3-0)	Major: Elective
2	Specialization Elective Course V	3(3-0)	Major: Elective
3	Specialization Elective Course VI	3(3-0)	Major: Elective
4	Practice Teaching II	3 (0-3)	Major: Practical Course
5	Internship	3(0-3)	Internship
Total Credits (15)			

BACHELOR OF EDUCATION (B.ED) 1.5 YEAR**PROGRAM DESCRIPTION**

The B.Ed 1.5 year program focuses to produce skilled, reflective, and compassionate educators who can make a meaningful impact in the lives of their students and community at large. 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 Revised Teacher Education Roadmap notified on December 30, 2022 and the provisions of the HEC Undergraduate Education Policy V 1.1. to provide students with a comprehensive understanding of teaching and learning process.

ELIGIBILITY AND ADMISSION CRITERIA

The eligibility requirement for admission in the **Bachelor of Education (B.Ed) 1.5 year** degree program is 16 years qualification in disciplines other than Education.

The admitting university may set minimum eligibility scores and may conduct entry / admission test through its own testing body or an external testing services provider of repute as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM LEARNING OUTCOMES

By the completion of Bachelor of Education (B.Ed) 1.5 year degree program, the graduates will be able to:

- Demonstrate a comprehensive understanding of content knowledge, educational theories, instructional strategies, and assessment methods to effectively plan, deliver, and evaluate lessons that engage and support diverse learners.
- Apply differentiated student centered instructional techniques to accommodate varied learning styles, abilities, and backgrounds, ensuring all students can succeed academically and socially in an equitable environment to foster collaboration, critical thinking and problem solving skills.
- Exhibit a strong commitment to professional ethics, including respect, integrity, and confidentiality, while fostering an inclusive, equitable, and culturally responsive learning environment.
- Show a commitment to lifelong learning by staying informed of current research, technological advancements, and innovations in education that enhance instructional effectiveness and contribute to professional growth.

PROGRAM STRUCTURE – B.ED (1.5 YEAR)

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 Courses		45 credit hours
Major (42 Credit Hours)	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 I

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Professional Course Education I	3(3-0)	Major: Professional Course
2	Professional Course Education II	3(3-0)	Major: Professional Course
3	Professional Course Education III	3(3-0)	Major: Professional Course
4	Professional Course Education IV	3(3-0)	Major: Professional Course
5	Interdisciplinary Course I	3(3-0)	Interdisciplinary Courses
6	Pedagogy Course	3(3-0)	Major: Pedagogy Course
Total Credits (18)			

SEMESTER II

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Professional Course Education V	3(3-0)	Major: Professional Course
2	Professional Course Education VI	3(3-0)	Major: Professional Course
3	Professional Course Education VII	3(3-0)	Major: Professional Course
4	Interdisciplinary Course II	3(3-0)	Interdisciplinary Courses
5	Practice Teaching-I	3(0-3)	Major: Practical Course
6	Capstone Project/Thesis	3(0-3)	Capstone Project
Total Credits (18)			

SEMESTER III

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Professional Course Education VIII	3(3-0)	Major: Professional Course
2	Professional Course Education IX	3(3-0)	Major: Professional Course
3	Professional Course Education X	3(3-0)	Major: Professional Course
4	Professional Course Education XI	3(3-0)	Major: Professional Course
5	Professional Course Education XII	3(3-0)	Major: Professional Course
6	Practice Teaching-II	3(3-0)	Practice Teaching
Total Credits (18)			

Suggested List of Interdisciplinary Courses

(The student has to choose 02 courses within below mentioned courses offered by HEI)

1. Education, Power and Politics
2. Economics of Education
3. Health and Safety Education
4. Child Abuse and Safety
5. Education in Pakistan
6. Islamic Education
7. Sociology of Education
8. History of Education
9. Media Education
10. Science, Technology and Society
11. Comparative Education
12. Guidance and Counselling in School
13. Production of Resource Materials
14. Human Growth and Development
15. Exceptional Children
16. Development of Individualized Education Plan
17. Family Problems and Interventions

List of Major Pedagogy Courses

(Select any One Course related to Previous field of Study in BS/MA/MSc)

1. Teaching of Science
2. Teaching of Social Science
3. Teaching of Languages

MASTERS OF PHILOSOPHY IN EDUCATION (M.PHIL IN EDUCATION)

PROGRAM DESCRIPTION

The Masters of Philosophy in Education (**M.Phil in Education**) is a rigorous research-based graduate program designed to develop advanced expertise in educational theory, research methodologies, and practice in the light of HEC's Graduate Education Policy 2023. It provides scholars with a deep understanding of qualitative, quantitative, and mixed-methods research approaches, equipping them to address complex educational challenges. This program fosters intellectual curiosity and innovation, encouraging scholars to critically examine pressing issues such as policy development, quality management, access to education and teaching approaches for an equitable education. Scholars engage in original research, culminating in a thesis that contributes to the academic and practical advancements in the field of education. Faculty members, who are experienced researchers, offer personalized mentor-ship to guide students through their academic endeavour. Coursework is tailored to students' areas of interest, in the form of different specialization areas. The program emphasizes the application of research findings to real-world educational settings, ensuring practical relevance. Students have opportunities to present their work at seminars, conferences, and workshops, fostering professional growth and networking. Additionally, the program develops critical skills in academic writing, research ethics, and scholarly publication. Collaborative learning environments encourage peer interaction and critical dialogue, enhancing the learning experience. Graduates are well-prepared for careers in academia, educational leadership, consultancy, and policy-making. The program nurtures reflective practitioners who are committed to lifelong learning and the advancement of equitable education. By engaging with contemporary educational challenges, scholars contribute to meaningful improvements in teaching and learning practices. The M. Phil in Education serves as a pathway for those aspiring to influence educational discourse and drive positive change in the global educational landscape.

STANDARD NOMENCLATURE

To ensure uniformity, the standard nomenclature of all graduate degree programs (NQF-7) in Education must be Masters of Philosophy in Education "**M.Phil in Education**", henceforth, degree programs at equivalent level with same purpose and scope having different nomenclatures shall accordingly be renamed as **M.Phil in Education** and specializations shall be reflected on transcripts only and not on degrees.

PROGRAM LEARNING OUTCOMES

By the completion of M.Phil in Education the graduates will be able to:

- a) demonstrate expertise in designing, conducting, and critically analyzing original research using qualitative, quantitative, and mixed-methods approaches to address complex educational challenges.
- b) apply advanced theoretical knowledge to analyze and develop innovative solutions for real-world educational issues, contributing to improved teaching, learning, and policy practices.
- c) exhibit strong scholarly writing and presentation skills, enabling them to effectively disseminate research findings through publications, conferences, and professional forums.
- d) integrate ethical principles and inclusive perspectives into their research and practice, ensuring equity, respect, and sensitivity to diverse educational contexts and stakeholders.
- e) demonstrate the capacity for leadership in educational settings and a commitment to lifelong learning, adapting to evolving trends and contributing to the advancement of education at local, national, and global levels.

ELIGIBILITY CRITERIA

- i. An undergraduate degree (level 06 qualification) in the field of Education is the eligibility requirement for admission in the M.Phil Education.
- ii. Candidates having undergraduate degrees (involving 16 years of education) in any other discipline of Education are also eligible for admission in the M.Phil Education subject to completion of deficiency courses up-to 18 credit hours to be determined by the offering department. This deficiency shall be in addition to the prescribed time duration for M.Phil Education program.
- iii. In addition to the basic eligibility, the admitting university is further required to conduct a rigorous admission test as an eligibility condition for admission to the program, with a pass score of 50% (OR) accept the GRE/HAT General/equivalent tests, with a pass score of 50%. The admitting university may also set minimum eligibility scores (above 50%) as per the screening, admission and merit calculation criteria approved by its statutory bodies.

PROGRAM STRUCTURE

The M.Phil in Education is structured in accordance with the provisions of the HEC Graduate Education Policy (GEP) 2023. Standard structure of the program is as follows:

Credit Hours	32 credit hours
Course Work	Minimum 26 credit hours (9 courses)
Research Work / Thesis	Minimum 06 credit hours
Program Duration	Minimum: 1.5 Years (3 Regular semesters) Maximum: 4 Years
Semester Duration	16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)	09-13 credit hours for regular semesters Up-to 8 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)

The standard scheme of studies for M.Phil in Education is as follows:

SEMESTER I

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Major Course – I*	3	Compulsory
2	Major Course – II*	3	Compulsory
3	Major Course – III*	3	Compulsory
4	Major Course – IV*	3	Compulsory
5	Fehm-e-Quran I	1 (0-1)	Mandatory GE Course
Total Credits (13)			

SEMESTER II

S. No	COURSE	CREDIT HOURS	CATEGORY
1	Specialization/Elective– I**	3	Major Specialization
2	Specialization/Elective– II**	3	Major Specialization
3	Specialization/Elective– III**	3	Major Specialization
4	Specialization/Elective– IV**	3	Major Specialization
5	Fehm-e-Quran II	1 (0-1)	Mandatory GE Course
Total Credit Hours (13)			

SEMESTER III

S. No	COURSE	CREDIT HOURS	CATEGORY
	Thesis ***	6 ****	Research

SEMESTER IV

S.N.	COURSE	CREDIT HOURS	CATEGORY
	Thesis ***	Continued	Research

* These are Major Professional/mandatory courses for the program. Pool of these courses is given below.

** The university / offering department may offer any advanced course in the field of Education as a **Specialization/elective**, where required as per its program objectives, university's geographical location and available academic and faculty resources. Credit combination (reflecting balance of theory and lab / field work) must be arranged in accordance with the nature of the course. A proposed list of areas of specialization is given.

*** Research work for thesis must be performed by students individually as per university's policy on the same including but not limited to the protocols for topic selection, allocation of supervisor and co-supervisor (where required), thesis submission, defense and evaluation as approved through its statutory bodies.

**** Credit hours for research work / thesis may be increased (above 6 credit hours) subject to approval of the university's relevant statutory body.

List of Major Compulsory Courses (Select any Four Courses)

1. Advanced Research Methods
2. Quantitative Research Methods
3. Qualitative Research Methods
4. Instrument Development
5. Data Analytics
6. IT Integrated Approaches in Educational Research
7. Research Grant Writing and Proposal Development

Areas of Specialization (Tracks for Specialization Courses/Electives)

(The student has to choose any 01 area of specialization from this given list of 25+ areas of specialization. Once specialization is chosen, the student has to choose 04 advance level courses from the pool of courses offered by HEI)

1. Early Childhood Care and Education

2.	Educational Research
3.	Educational Assessment
4.	Child Rights and Safety Education
5.	Educational Policy and Planning
6.	Curriculum Studies
7.	Educational Leadership and Management
8.	Educational Psychology
9.	Guidance and Counseling
10.	Inclusive Education
11.	Literacy and Non Formal Education
12.	Online & Distance Learning
13.	Quality Assurance in Education
14.	Comparative Education
15.	Teacher Professional Development
16.	Mathematics Education
17.	STEM Education
18.	Islamic Education
19.	Education for Sustainable Development
20.	Educational Entrepreneurship
21.	Educational Technology
22.	Health and Physical Education
23.	Artificial Intelligence in Education
24.	Special Education (Intellectual Impairments)
25.	Special Education (Visual Impairments)
26.	Special Education (Physical Impairments)
27.	Special Education (Hearing Impairments)
28.	Special Education (Learning Disabilities)
29.	Special Education (Autism Spectrum Disorder)

DEGREE AWARD REQUIREMENTS

The following minimum requirements are prescribed for award of MPhil Education:

- a) Minimum of twenty-four (26) credit hours including twelve (12) credit hours for Professional courses and twelve (12) credit hours for specialization/elective courses as prescribed in this policy document must be completed, whereas 02 credits for Fehm-e-Quran Course as notified by HEC.
- b) In addition to coursework of twenty-four (26) credit hours, research work / thesis of minimum six (06) credit hours must also be completed individually as partial fulfillment of the degree program. Requirement of research work / thesis cannot be substituted with additional course work.
- c) CGPA must not be below 2.50/4.00 at the time of completion of the degree program. The university may however set higher standard in this regard.
- d) The minimum duration required to complete the degree is four (03) regular semesters which may be extended up to maximum of eight (08) regular semesters. Summer semester is not considered as a regular semester.

COURSE LEARNING OUTCOMES

Professional Courses Education

Foundations of Education

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

- Analyze the Philosophical, Historical, Psychological, Sociological, Anthropological, Political, Economic, Legal, Technological and Curriculum Foundations of education and their impact on contemporary education systems.
- Evaluate various educational theories and frameworks and their implications for teaching and learning.
- Demonstrate an understanding of the role of education in promoting social justice and equity.

Inclusive Education

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

- Assess various approaches and models of inclusive education and their effectiveness in diverse classroom settings.
- Design and implement differentiated instructional strategies that cater to the diverse learning needs of students, including those with disabilities and special educational needs by using inclusive teaching techniques, such as Universal Design for Learning (UDL) and differentiated instruction.
- Critically reflect on personal biases and assumptions regarding inclusivity in education.

General Methods of Teaching

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

- Apply a variety of instructional approaches, methodologies, techniques and strategies to enhance student engagement and learning outcomes by adopting key theories, principles, and models of teaching and learning, including behaviorist, cognitive, and constructivist approaches.
- Design and implement lesson plans that incorporate diverse teaching techniques to meet the needs of all learners in inclusive settings incorporating the ICTs.
- Reflect on and evaluate the effectiveness of selected teaching methods through peer feedback and self-assessment.

Educational Psychology

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

- Analyze key theories of learning, motivation, and development, including cognitive, behavioral, and socio-cultural perspectives and their applications to teaching and learning processes.
- Examine the cognitive, emotional, and social development of learners and its impact on educational practices and demonstrate an appreciation for the role of psychological principles in education by reflecting on personal learning experiences and adapting teaching practices accordingly.
- Apply psychological principles to create supportive and effective learning environments.

Contemporary Literacies

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

- Identify and evaluate the various literacy practices that are essential for success in the 21st century.

- Design instructional materials and activities that promote critical and digital literacies among students.
- Reflect on the changing nature of literacy in a globalized and digitalized society and its implications for teaching.

Curriculum Development

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

- Analyze curriculum frameworks and standards to inform the design of educational programs and resources.
- Develop a coherent and inclusive curriculum that responds to the diverse needs and interests of learners.
- Evaluate and revise curricular materials based on current research and best practices in education.

Critical Thinking and Reflective Practices

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

- Demonstrate the ability to think critically and reflectively about teaching practices and student learning experiences.
- Develop a reflective practice framework to assess one's own teaching effectiveness.
- Engage in collaborative discussions and peer evaluations to enhance critical thinking skills in educational contexts.

Educational Assessment and Evaluation

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

- Analyze various assessment methods and tools and their suitability for measuring student learning outcomes.
- Design formative and summative assessments that provide meaningful feedback to students.
- Use assessment data to inform instructional planning and improve student learning experiences.

School Management

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

- Examine the principles of effective school management and leadership in creating a positive school culture.
- Develop organizational strategies that promote collaboration and communication among staff, students, and the community to develop and a social inclusion.
- Analyze legal, ethical, and policy issues affecting school management and decision-making.

Educational Technology

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

- Explore and analyze current educational technologies and their applications in enhancing teaching and learning.
- Design and implement technology-enhanced lesson plans that foster student engagement and collaboration.
- Demonstrate a positive attitude towards the adoption of emerging technologies in education by critically reflecting on their potential to improve teaching practices and student learning outcomes and reflect on ethical considerations.

Professional Courses Education

Guidance and Counseling

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

- Explain the role and functions of guidance and counseling in schools and educational institutions.
- Identify the different types of guidance and counseling services provided to students, teachers, and parents.
- Develop skills to plan, implement, and evaluate guidance and counseling programs.
- Understand the importance of confidentiality and the legal aspects of guidance and counseling.
- Apply various techniques and strategies for assessing student needs and developing effective guidance plans.

Research Methods in Education

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

- Understand the principles and processes of research in education.
- Identify and explain different research designs, methods, and instruments used in educational research.
- Develop skills to formulate research questions, hypotheses, and objectives.
- Collect, analyze, and interpret data using various research methods and techniques.
- Write a research report using proper APA style.

Education for Sustainable Development

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

- Define and explain the concept of sustainable development and its relevance to education.
- Identify the key principles and goals of Education for Sustainable Development (ESD).
- Analyze the importance of ESD in promoting global citizenship and environmental awareness.
- Develop skills to integrate ESD into curriculum planning and teaching practices.
- Evaluate the impact of ESD on student learning outcomes and community development.

Comparative Education

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

- Define and explain the concept of comparative education.
- Compare and contrast educational systems, policies, and practices across different countries.
- Analyze the historical development of educational systems in different countries.
- Identify the cultural, social, and economic factors that influence educational systems.
- Evaluate the effectiveness of different educational systems in achieving their goals.

Learning Theories

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

- Explain the major learning theories (Behaviorist, Cognitive, Humanist) and their applications in education.
- Identify the key concepts and principles of different learning theories.
- Analyze the strengths and limitations of different learning theories.
- Apply learning theories to design instructional strategies for diverse learners.
- Evaluate the impact of learning theories on student learning outcomes.

Educational Policies and Plans of Pakistan

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

- Explain the concept of educational policy and its significance in Pakistan.
- Identify the major educational policies and plans of Pakistan (e.g., National Education Policies, Vision-2025).
- Analyze the historical development of educational policies in Pakistan.
- Evaluate the impact of educational policies on student learning outcomes and education system.
- Develop skills to critique and recommend improvements in educational policies.

Teaching Profession

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

- Define and explain the role and responsibilities of teachers in education.
- Identify the characteristics and qualities of an effective teacher.
- Analyze the importance of teacher professionalism and accountability.
- Develop skills to plan, implement, and evaluate teaching strategies for diverse learners.
- Evaluate the impact of teacher effectiveness on student learning outcomes.

Pedagogy Courses

Teaching of English

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

- Demonstrate a comprehensive understanding of English language structure, including grammar, vocabulary, and phonetics.
- Design and implement effective lesson plans that incorporate diverse methodologies for teaching English as a second language.
- Facilitate various forms of communication (speaking, listening, reading, writing) through interactive and engaging classroom activities.
- Utilize technology and multimedia resources to enhance English language learning and teaching.

Teaching of Art, Crafts, and Calligraphy

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

- Develop proficiency in various art techniques, including drawing, painting, and craft-making.
- Create lesson plans that promote creativity, self-expression, and appreciation for the arts in students.
- Incorporate principles of design and aesthetics into visual arts teaching.
- Assess students' artistic work using appropriate criteria and provide constructive feedback to encourage improvement.

Teaching of Mathematics

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

- Master core mathematical concepts and operations, demonstrating the ability to solve problems using various approaches.
- Create engaging and culturally relevant lesson plans that promote critical thinking and problem-solving skills in mathematics.
- Apply differentiated instruction strategies to meet the diverse needs of learners in mathematics classrooms.
- Use technology effectively to enhance teaching and learning in mathematics.

Teaching of Science

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

- Demonstrate a deep understanding of scientific concepts across various science disciplines
- Design and conduct inquiry-based science lessons that encourage curiosity and experimentation among students.
- Integrate hands-on activities and demonstrations to illustrate scientific principles effectively.
- Evaluate students' scientific understanding through formative and summative assessments.

Teaching of Social Studies and Islamiat

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

- Understand and explain key historical, geographical, and cultural concepts relevant to social studies and Islamiat.
- Create inclusive lesson plans that explore diverse cultural perspectives and values in social studies education.
- Foster critical thinking and discussion on social issues, civic responsibilities, and ethical values.
- Develop assessment tools that accurately gauge students' understanding of social studies and Islamiat content.

Teaching of Urdu

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

- Display a strong command of Urdu language skills, including reading, writing, listening, and speaking.
- Craft lesson plans that effectively integrate literature, poetry, and contemporary texts to promote literacy in Urdu.
- Employ culturally responsive teaching practices to engage students from diverse backgrounds in learning Urdu.
- Assess students' progress in Urdu using varied evaluation methods, including formative and summative assessments.

Practice Teaching

For Classroom Observation

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

- Describe key concepts, principles, and models related to classroom observation, including observation techniques, tools, and protocols.
- Analyze classroom interactions, teaching strategies, and student behaviors to identify effective instructional practices and areas for improvement.
- Demonstrate proficiency in conducting systematic classroom observations using standardized tools and accurately documenting findings.
- Reflect on classroom observation experiences to develop self-awareness and a deeper understanding of effective teaching and learning practices.
- Demonstrate ethical and professional behavior during classroom observations, respecting confidentiality, cultural diversity, and the integrity of the educational environment.
- Effectively communicate observation findings through structured reports and constructive feedback, considering both teacher performance and student learning outcomes.

Practice Teaching -I

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

- **Classroom Management:** Demonstrate effective classroom management strategies that promote a positive learning environment.
- **Lesson Planning:** Design and implement lesson plans that align with curriculum objectives and accommodate diverse learning needs.
- **Instructional Strategies:** Apply a variety of instructional strategies and teaching methodologies to engage students and facilitate learning by using ICTs.
- **Assessment Techniques:** Use formative and summative assessment techniques to evaluate student learning and provide constructive feedback.
- **Reflective Practice:** Engage in reflective practice to assess personal teaching performance and identify areas for improvement.
- **Communication Skills:** Exhibit effective communication skills in interacting with students, parents, and colleagues.

Practice Teaching -II

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

- **Advanced Teaching Skills:** Demonstrate advanced teaching skills and techniques to enhance student engagement and learning outcomes.
- **Curriculum Implementation:** Effectively implement and adapt the curriculum to meet the needs of individual learners and diverse classroom settings.
- **Student-Centered Learning:** Foster student-centered learning experiences that promote critical thinking, collaboration, and creativity.
- **Integration of Technology:** Integrate technology into lesson plans and classroom activities to enhance instructional effectiveness.
- **Professional Development:** Recognize the importance of ongoing professional development and actively seek opportunities for growth and learning as an educator.
- **Community Involvement:** Collaborate with the school community, including parents and other stakeholders, to support student learning and development.