AFFECTIVE LEARNING: EXPLORING TEACHER EDUCATION PROGRAMME SYLLABI ALIGNMENT WITH CLASSROOM PRACTICE

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Paper Information

Abstract

QR Code for the Paper:

Teacher education is a cornerstone of every education system, serving as a barometer for programme philosophy and quality. This paper delves into the alignment between preservice TE syllabi and classroom practice within Pakistan's public sector, specific focus on integrating affective skills as outlined in the NPST disposition framework. Through a multimodal approach, this study conducts document analysis and observes teaching methods to gauge the extent to which affected dispositions are fostered. The significance of the affective domain, encompassing emotional and psychosocial aspects of learning, is underscored in this research. Subject selection across semesters is carefully curated values, attitudes, and beliefs essential for effective teaching and learning. The seven selected subjects include Foundations of Reading, Reading Assessment, Teaching Reading, Education Psychology, Classroom Management, Contemporary Issues and Trends in Education, and School Organization. By examining syllabi from 2019-2022, this study aims to ascertain the degree to which affective skills are integrated into the curriculum and manifested in classroom practices. Through detailed document analysis and observation of teaching practices, researchers seek to illuminate the presence of the affective domain in the education system. This study's findings hold implications for improving TE programmes and fostering a student-centred approach to teaching and learning. Recommendations stemming from the analysis aim to enhance the implementation of syllabi, ensuring they reflect the values and attitudes conducive to holistic learning experiences. By highlighting the importance of effective skills in teacher preparation, it seeks to promote a more comprehensive approach to education that addresses the diverse needs of learners.
Keywords: Preservice, Public, Affective, Holistic, NPST

Introduction

On August 14, 1947, Pakistan gained independence, yet its education system remained influenced by the West, impacting teacher education quality (Levin & Lockheed, 1993). Khalid (1996) & Hoodbhoy (1998) argue that teaching approaches in Pakistan have remained faithful to traditional methods, fostering rote learning and reliance on textbooks and exams (Christie & Afzaal, 2005; Bacchus, 1996). Public schools and universities face criticism for disconnected teacher education programs (Beck & Kosnik, 2002; Fraser, 2007; Levine, 2011; Muğaloğlu & Doğanca, 2009). This is in contrast to the institutions around the globe offering teacher education programmes emphasizing practice, as Levidivulne (2011) and Dilit International House (2013a, 2013b) mention (Divulgazione Lingua Italiana) teacher education centre, where prospective teachers practice in real classrooms with real students and experience problem-solving in an authentic teaching and learning context (Lampert et al., 2010). Handelsman (2004) found active learning enhances deeper understanding and retention, especially for students with strong foundational knowledge (p. 521). However, educators often struggle to integrate affective objectives due to concerns about indoctrination practices and the "hidden curriculum" (Atherton, 2005; Margolis, 2001; Rowntree, 1981; Carlson, 2006). The review led to the development of the National Professional Standards for Teachers (NPST) framework, aiming to enhance teacher quality and classroom practices. The hypothesis is that implementing innovative teaching approaches and prioritizing effective learning will improve teacher quality and classroom practices.

Affirmative Action

A national education policy aligned with global standards was established to enhance teacher quality (The Education Policy Evaluation, 2007; Misra, 2015). Efforts included the development of a four-year B. Ed. degree program by the Higher Education Commission (HEC) of Pakistan in collaboration with the National Accreditation Council for Teacher Education (NACTE). The aim was to align teacher education with international norms. The program comprises compulsory, professional, foundation, and content courses, along with teaching practice, totalling 135 credit hours. Previously, most Pakistani institutions offered one-year B. Ed. or M. Ed. programs with limited options, but the four-year program extends and enhances these offerings (Undergraduate Education Policy, 2020).

Rationale

To foster a progressive approach, it's essential to cultivate teachers who promote conceptual understanding and nurture positive classroom cultures. Quality teaching facilitates meaningful connections between individuals, ideas, and experiences, allowing information to be reshaped and reimagined. To achieve this goal, a reassessment of program documents, teaching strategies, and assessment frameworks is necessary to accommodate diverse learning styles, encourage questioning, foster discussion, and challenge conventional beliefs about teaching and learning. Viewing teaching as a learning process is crucial for stimulating critical thinking and making content more relevant to students. Embracing a change in mindset and attitudes is imperative for Pakistani educators, as highlighted by various scholars (Hubbart, 2023; Akram et al., 2021; Memon, 2007; Hargreaves, 1997; Darling-Hammond, 2005; Fullan & Hargreaves, 1992).

Problem Statement

The research aimed to explore the alignment between the syllabi offered in the preservice teacher education program, designed for Pakistani public sector elementary teachers, and actual classroom practices, with a focus on embedding affective skills according to the NPST disposition framework. The investigation involved observing teaching methods in real classroom settings to assess how effective skills outlined in the NPST framework were being cultivated. As Tyler (2013) asserts, educational

goals and objectives serve as the foundation of any curriculum, guiding the selection of materials, outlining content, developing instructional procedures, and preparing assessments.

Significance of the Study

This study's significance is rooted in its thorough inspection of the inclusion of affective domain in the public sector B. Ed. (Hons) program. It involved comprehensive document analysis and examined classroom practices employed in the pre-service teacher education program to assess the inclusion of affective domain in teaching and learning. **Research Objectives**

• Evaluate the presence and extent of inclusion of affective domain components across seven subjects within teacher education materials sourced from public sector universities.

• Examine the alignment of the identified affective domain elements with the National Professional Standards for Teachers (NPST) framework.

• Investigate the congruence between the inclusion of affective domain aspects in the Teacher Education Curriculum and their implementation in actual teaching practices.

Research Questions

● To what extent does the teacher education syllabi reflect the inclusion of affective learning?
● How are affective competencies (dispositions) listed in the NPST being catered to in the public sector B. Ed. (Hons) programme?
● To what extent does the Teacher Education Curriculum align with the actual teaching practices?

Literature Review
Policy Documents

Back in February 2008, the Policy and Planning Wing of the Ministry of Education (MoE), in collaboration with the United Nations Educational Scientific and Cultural Organization (UNESCO), initiated a project named Strengthening Teacher Education in Pakistan (STEP). This project led to the development of 'National Professional Standards for Teachers

(NPST)' that acts as a guide to enhance quality teachers and teaching. There are three dimensions to the NPST framework: Cognitive, Dispositional, and Psychomotor. This paper is aimed at investigating the NPST 'dispositions' framework only, which are discussed in the table below:

Table 1, See Annex A

The Cognitive focus in the Curriculum

Contrary to Bloom's (1956) advocacy for integrating activities across cognitive, affective, and psychomotor domains, educational institutions in Pakistan primarily emphasize cognitive approaches in curriculum development (Vazir, 2003). Iscan & Senemoglu (2009) justify this focus, citing the longer time required for developing affective characteristics. However, Ferguson (2012) argues that addressing affective issues leads to emotional balance and enhances coping mechanisms, promoting personal success. Additionally, addressing affective needs encourages adaptive learning strategies like elaboration, organization, and critical thinking, facilitating healthy interactions and societal adjustment (Ferguson, 2012).

Affective Domain as the Bedrock of Cognitive Domain

Educators have long recognized the three learning domains: cognitive, affective, and psychomotor (Popham, 2011). However, cognitive-focused approaches still dominate teaching and assessment (Brett et al., 2003). Idowu & Esere's (2009) study found a 95% emphasis on cognitive traits in assessments, echoed in US assessments (Popham, 2011). Griffith & Nguyen (2006) argue that neglecting the affective domain in education is akin to a skeleton without skin. Olatunji (2014) contends that developing affective skills is crucial for optimal cognitive development. Boud & Falchikov (2006) emphasize the practical importance, noting that lacking affective skills hinders applying cognitive skills in various contexts. Affective traits, particularly passion, foster cognitive processes like problem-solving

and subject matter knowledge (Frenzel et al., 2009). Recognizing the link between cognitive and affective domains is vital, as student attitudes significantly impact motivation and engagement (Peklaj, 2015; Zumbrunn et al., 2011). Zimmerman (2002) posits that emotionally invested individuals regulate their motivation. Wolters & Pintrich (1998) assert that interest drives task engagement, with self-regulated learning strategies integrating cognitive and affective domains. Martin & Briggs (1986) propose using affective goals to achieve cognitive goals, underscoring their symbiotic relationship in effective teaching and learning.

Pedagogical Practices
Affective Teacher vs. Effective Teaching

The discourse on effective pedagogy often centres on the role and quality of teachers, emphasizing the importance of being an effective teacher focused on values, attitudes, and beliefs (VAB) (Aydin et al., 2009). However, self-reported affective teaching may not always align with actual pedagogical practices, suggesting that possessing the qualities of an effective teacher doesn't guarantee effective teaching (Lynch-Arroyo et al., 2023). This contradiction reveals the complexity of achieving effective teaching, especially amid the demands of a rigorous curriculum (Aydin et al., 2009; Lynch-Arroyo et al., 2023). Effective questioning, crucial for fostering constructivist teaching and empathy, further underscores the intricacies of balancing affective and cognitive aspects in teaching (Yang, 2006). The gap between affective teaching and effective teaching is influenced by factors such as teachers' lack of knowledge about the affective domain, highlighting the need for a deeper understanding of the interplay between affective and cognitive domains in teaching (Aydin et al., 2009; Teneri, 2017). Recognizing the importance of combining both holistic and effective educational experiences for students is crucial for nurturing well-rounded educators (Aydin et al., 2009; Lynch-Arroyo et al., 2023).

Assessment

One main reason the education system prioritizes the cognitive domain is its simplicity in assessment compared to the affective domain (Olatunji, 2014). Despite this, efforts have been made to measure the affective domain, such as Gallo's action research in 2003, which established criteria like Respect and Fairness (Gallo, 2003). Similar examples are found in the 1995 National Standards for Physical Education (NASPE) standards, which emphasize quality teaching encompassing various aspects like pedagogy mastery and student motivation (Young, 1997). Gallo (2003) compared three NASPE standards within the affective domain to assess program structure and student progress. This criterion serves as a tool for teachers to provide feedback and empower students in their learning journey, fostering self-regulation (Gallo, 2003). Self-reporting, akin to Gallo's criteria, is a prevalent method for assessing affective outcomes across disciplines, despite potential biases (Olatunji, 2014). While effective learning involves opinions and attitudes, methods like observations and surveys can measure these dimensions. These include the Achievement Motivation Profile (AMP), BarOn Emotional Quotient Inventory (EQ-1), College Student Needs Assessment Survey (CSNAS), College Student Expectations Questionnaire (CSXO), Emotions and Knowledge about College (PEEK), and much more, that are gaining popularity for assessing the affective domain, providing nuanced insights into students' emotional intelligence and social-emotional learning skills, which are increasingly recognized as critical components of holistic education.

Methodology
Research Design

This qualitative research employed a methodological fusion to conduct document analysis and triangulate data pertaining to the same phenomenon (Denzin, 2017, p. 48). Fischer (2006) advocates for a systematic approach in evaluating both printed and electronic

documents, emphasizing the need for rigorous examination and interpretation to derive meaning and empirical insights. Given the necessity to delve into both surface and underlying meanings, and to analyze language usage within talk, text, and social contexts, the study adopted an epistemological stance that combines phenomenological and discourse analysis approaches. These complementary strategies facilitate exploration across diverse situations and subjects, aiding in the uncovering of deeply entrenched attitudes and perceptions (Mills, 2006; Denzin, 2017; Paul, 2003). To ensure robustness and validity, the research embraced the utilization of multiple data sources and methods, including document analysis and classroom observations (Patton, 1990). This deliberate integration aimed at corroborating evidence and enhancing credibility, aligning with Rapley's (2007) recommendation for establishing trustworthiness in qualitative inquiry.

Sample

The document analysis phase involved reviewing the course outlines of several key subjects within the B. Ed. (Hons) Elementary 4 Year Degree Programme offered at two public sector universities. These subjects included Education Psychology, Foundations of Reading, Teaching Reading, Reading Assessment, Classroom Management, Contemporary Trends and Issues in Education, and School Organization. Concurrently, classroom and pedagogical practices of teacher educators delivering these courses were observed. Regrettably, observations pertaining to the Curriculum Management subject were unattainable due to the non-offering of all listed courses during the designated semester. However, the remaining courses proceeded as scheduled, facilitating the completion of observations as originally planned. A total of fourteen classroom observations, with two observations conducted for each subject at both universities, were carried out over a six-month period.

Ethical Considerations

Ethical considerations were meticulously addressed, with paramount importance placed on upholding the integrity of the research. Prior to conducting observations, explicit written permissions were diligently acquired from the pertinent authorities and individuals involved. Furthermore, a profound commitment to cultural sensitivity was maintained throughout the observation process, ensuring that all actions and analyses were conducted with unwavering accuracy and transparency. These ethical standards were upheld in strict accordance with the guidelines set forth by the British Educational Research Association (BERA, 2018).

Results

As mentioned earlier in the paper, document analysis of seven subjects offered in the preservice B. Ed. (Hons) programme: Educational Psychology, Foundations of Reading, Reading Assessment, Teaching Reading, Curriculum Management, Contemporary issues and trends in education, and School Organization was conducted to ascertain integration of affective domain in the teaching practice. In addition, classroom observations were carried out to assess the extent to which claims made in the curriculum documents of alignment with the NPST disposition standards, teaching approaches, and mode of delivery were supported in the process of teaching and learning.

The procedure of content analysis suggested by Elo & Kyngäs (2008) was followed, which involved preparation, organization, and reporting of results. The analysis of the classroom practices was done with the lens of Universal Design for Learning (hereinafter: UDL), which consists of four closely interrelated components: goals, methods, materials, and assessment (Burgstahler & Cory, 2008). UDL offers an educational framework for instructors to maximize the design and delivery of instruction by employing multiple ways to present materials, enhance student expression,

contextualize content and knowledge, and optimize student engagement and motivation (Fischer & Bidell, 2006; Rose & Fischer, 2009; Rose & Gravel, 2010).

Data Analysis

Table 2 displays the researcher's analysis of NPST standards, revealing a provision for integrating affective domain aspects into classroom practices. Despite curriculum objectives mentioning both cognitive and affective domains, classroom practices primarily prioritize the cognitive aspect. While the programme aims to integrate affective domain, the overall focus remains cognitive. Although the mode of delivery emphasizes constructivist approaches, the mission and goals lack emphasis on this. Observations reveal predominantly lecture-based lessons with minimal use of interactive methods.

Table 2, See Annex B

Consequently, through a systematic document analysis and a thorough observation of classroom practice, the following sub-themes emerged, establishing the absence of focus on affective domain claimed to be an integral part in the mission statement and programme goals of the B. Ed. (Hons) programme:

Affective Domain Attainment – a missing link

Comparisons were made between the curriculum overview document and NPST dispositions, emphasizing the affective domain. Table 3 illustrates this alignment, displaying the curriculum overview alongside NPST disposition standards, which clarifies the constructivist and social constructivist approaches adopted in the B. Ed. (Hons.) preservice teacher education program. While there is some coherence between the program's mission and goals and the NPST framework, the objectives primarily emphasize cognitive aspects, prioritizing subject matter knowledge over affective dispositions. The courses mainly focus on instructional planning and strategy within the cognitive domain, lacking guidance on developing affective dispositions, even when objectives align with NPST standards. Despite aligning well with Standard 5B in the 'Mode of Delivery' segment, observed classroom practices fail to reflect other outlined modes, indicating a lack of emphasis on fostering positive beliefs and attitudes essential for nurturing diverse thinking patterns and student success. This misalignment with NPST standards raises concerns about the curriculum's ability to foster emotional and interpersonal skills, underscoring a significant gap in addressing human growth and development and cultivating crucial attitudes and beliefs for effective teaching and learning in the affective domain.

Table 3, See Annex C

Focus on Subject Matter Knowledge

Classroom practices primarily relied on lecturing and transmitting content. Group work mostly involved cooperative efforts focused on reciting textbook material. Despite programme goals aiming to equip prospective teachers with necessary knowledge, skills, and attitudes for effective teaching, observed practices suggest limited development of skills and fostering of desirable attitudes. The emphasis on subject matter knowledge and theory may contribute to a disconnect from practical application in public sector education. In all the lessons observed, no authentic material or an effort to contextualize the content or use of teacher-developed resources was observed. Teachers relied heavily on textbook content, which students were required to read and present mainly as a summary or paraphrase.

Absence of Student-Centred Learning

The program predominantly emphasizes the cognitive domain in its mission, goals, objectives, and course content, with classroom practices primarily focusing on lower-order thinking skills, despite advocating for a shift towards student-centered learning. Many teachers are unfamiliar with the NPST framework, and even those aware of it have not integrated it into their teaching practices. While the program aims to cultivate learner-centered active learning classrooms, observed practices often lack meaningful student engagement in

discussions or interactive activities. Questioning techniques were notably deficient, with teachers typically using basic, low order questioning and failing to employ probing, pausing, or extending techniques to enhance learning. However, certain courses within the program do address the affective domain, promoting independent problem-solving and critical thinking, particularly in the Curriculum Management course outline, which emphasizes real-life connections and fosters self-confidence and teamwork.

Lack of Assessment Criteria

Regarding assessment criteria, except for Curriculum Management, other courses fail to specify or explain the mentioned assessment criteria. Even in the Curriculum Management course, the focus leans towards the cognitive domain, with assessment criteria centering on assignments, presentations, and tests, lacking clarity on whether these assessments include the affective domain. Moreover, there's a lack of clarity in syllabi regarding evaluation procedures and constructive feedback inclusion. Formative assessments are also absent in the curriculum documents. Additionally, there's no indication of how the few mentioned affective dispositions will be measured.

Discussion

The significance of education reforms leading to the transition from a one-year to a four-year degree program underscores the intent to align with global standards for a student-centered learning approach. Despite nearly two decades since its inception, this initiative has yet to fulfill its promise. Concurrently, the NPST framework aimed to enhance teacher education quality but failed to gain traction despite significant investments of time, money, and effort. Analysis reveals significant gaps in our education system, highlighting the challenge of equipping pre-service teachers for effective teaching when educators lack familiarity with standards and the necessary competencies. This dilemma is compounded by deficient curricula

that fail to guide teachers, resulting in a scarcity of emphasis on the affective domain, crucial for effective teaching and role modeling (Ulug et al., 2011). After having closely examined the pre-service teacher education syllabi and classrooms, it was noticed that, despite having ample knowledge content, the transfer of knowledge leans more towards content and ignores the value of real-life experiences. The root cause can be attributed to the fact that our educational system contains cognitive-centered structures with respect to all three areas of teaching, learning, and assessment (Brett et al., 2003). As Popham (2011) & Esere (2009) note in their study, not only do teachers fail to incorporate affective domain but also deliberately neglect it. Clark (2005) has emphasized multiple times that this could be attributed to the fact that our education system's structure is based on a borrowed curriculum from the West, which creates a dilemma when it comes to implementing it in the Pakistani context. The document analysis indicates a disproportionate focus on educational theories over practical application in pre-service teacher education programs. This imbalance, identified by Vanderlinde & van Braak (2010), contributes to many pre-service teachers feeling unprepared for classroom realities (Darling-Hammond, 2006). This lack of preparation often stems from an inadequate belief system, influencing teachers' passion for teaching and leading to an overemphasis on content delivery. Izadinia (2012) found that teachers in Asian contexts prioritize their role over their passion or motivation for teaching, highlighting the importance of questioning one's purpose in teaching. This issue is compounded by curriculum constraints and the historical emphasis on content knowledge, particularly evident in Pakistan where teaching lacks societal respect (Tahira et al., 2020). Consequently, teachers often enter the profession without a clear understanding of their goals and identity, further exacerbated by heavy training in subject matter knowledge.

Unfortunately, this emphasis on cognitive realm tends to overshadow affective domain, which encompasses emotional awareness, empathy, and interpersonal skills (Brett et al., 2003). The study underscores a predominant focus on the cognitive domain within the B. Ed. (Hons.) program, affirming Olatunji's (2014) assertion that cognitive development relies on cultivating affective skills. Addressing this disparity is vital for cultivating educators capable of meeting both emotional and academic student needs. One additional aspect that ties it all together is the assessment of affective domain, which remains a dilemma in Pakistan's educational sphere. Document analysis in this study revealed an absence of clarity on how affective objectives stated in the curriculum outlines will be assessed. Studies endorse the assessment of affective domain by using the latest scales that have been statistically proven to be reliable and valid (Brett et al., 2003; Buckley & Epstein, 2004; Gallo, 2003; Mayer et al., 1997; & Olatunji, 2014), thus debunking the myth that affective domain cannot be measured. The NPST framework has substantial promise as a starting point and does chalk out a road map for a robust teacher education programme. By not fully incorporating these standards into the teaching practice and theoretical approach, the very vision and spirit of transforming teacher education have been jeopardized. What started as a four-year comprehensive programme with the potential to evolve into an innovative and progressive initiative that is at par with global standards has been reduced to a conventional qualification.

Conclusion

In light of the findings, it becomes apparent that the current teacher education syllabi lack adequate emphasis on the inclusion of affective domain, instead predominantly focusing on the development of cognitive skills. Despite nominal efforts to underscore affective learning in written curricula and teaching materials, observations of actual teaching practices reveal a different reality, with little to no support provided for nurturing values, attitudes, and beliefs among prospective educators. Furthermore, only a fraction of affective dispositions outlined in the NPST receive attention in public sector teacher education programs, underscoring the pervasive absence of affective domain in the teacher education syllabi.

Recommendations

Considering the ever-evolving landscape of global dynamics, where we find ourselves trailing behind, educational programs are compelled to continuously adapt. A study conducted by Aziz et al. (2018) evaluated the effectiveness of the CIPP Model, yielding favorable results that underscore its apt efficacy. Stufflebeam introduced the CIPP model in 1983 as an assessment framework for curricular evaluation, comprising four integral components: Context, Input, Process, and Product. Guided by this framework, the following recommendations emerge as fundamental:

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Appendix

Annex A:

Table 1

Professional Standards for Initial Preparation of Teachers in Pakistan according to NPST (2009)

Standards	Composition
Standard 1 B "Subject Matter Knowledge."	Multiple ways of facilitation, knowledge construction and acquisition for learners. Making real life connections. Making students self-confident and competent.
Standard 2 B "Human Growth and Development."	Positive attitude towards all students. Belief that all students can learn at high levels and achieve success. Being appreciative and accepting of multiple ways of knowing and thinking.
Standard 3 B "Knowledge of Islamic/Ethical Values and Social Life Skills."	Establish the importance of the Quran and Sunnah among students. Respect cultural diversity and religious differences. Be tolerant and celebrate diversity. Encourage dialogue to resolve conflicts.
Standard 4 B "Instructional Planning and Strategies."	Value goals and objectives of the curriculum. Develop critical thinking, independent problem solving and performance capabilities. Advocate pedagogy of care, cooperation and collaboration. Encourage

	Teamwork and cooperative learning. Seek multiple ways of solving problems.
Standard 5 B "Assessment."	Believe that learning outcomes are opportunities for basis for growth and deficiencies are opportunities for learning. Be fair, objective and report to students and families. Be astute observers and provide constructive feedback.
Standard 6 B "Learning Environment."	Promote peer interaction and collaboration. Take responsibility for an engaging and constructive climate in the classroom and across the school. Use democratic values in the classroom.
Standard 7 B "Effective Communication and Proficient use of Information Communication Technologies."	Appreciate the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication. Being a thoughtful responsive listener. Fostering diverse opinions in the classroom and celebrating this with all students. Be a proficient user of Information Technology and explore this skill in all aspects of T&L.
Standard 8 B "Collaboration and Partnership."	Recognize the role of all stakeholders in a child's development. Be concerned about all the students' well-being and collaborate closely with parents to help every child achieve success. Be willing to work with colleagues and administration to improve the overall performance of teaching and learning.
Standard 9 B "Continuous Professional Development and Code of Conduct."	Refine practices. Collaborate and share professional experiences with colleagues. Demonstrate professional ethics.
Standard 10 B "Teaching of English as Second/Foreign Language."	Lessen biases and anxiety for learning ESL/EFL. Address all specific needs.

Annex B:

Table 2

NPST Standards Aligned with Educational Psychology, Teaching Reading, Reading Assessment, Foundations of Reading, and Classroom Management, Contemporary trends and issues in Education, School Organization Course Outlines from the Teacher Education Syllabi.

Course	NPST
Educational Psychology	● Standard 1 B "Subject Matter Knowledge." ● Standard 3 B "Knowledge of Islamic/Ethical Values and Social Life Skills." ● Standard 5 B "Assessment."
Teaching Reading Pedagogy – I (Methods of Teachings related to selected discipline – I, Reading Specialization)	● Standard 1 B "Subject Matter Knowledge." ● Standard 2 B "Human Growth and Development." ● Standard 4 B "Instructional Planning and Strategies."
Foundations of Reading	● Standard 1 B "Subject Matter Knowledge." ● Standard 2 B "Human Growth and Development."
Reading Assessment	● Standard 1 B "Subject Matter Knowledge." ● Standard 4 B "Instructional Planning and Strategies."
Classroom Management	● Standard 1 B "Subject Matter Knowledge." ● Standard 2 B "Human Growth and Development." ● Standard 4 B "Instructional Planning and Strategies." ● Standard 6 B "Learning Environment." ● Standard 7 B "Effective Communication and Proficient use of Information Communication Technologies." ● Standard 9 B "Continuous Professional Development and Code of Conduct."
School Management	● Standard 3 B

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"Knowledge of Islamic/Ethical Values and Social Life Skills."
- Standard 4 B
"Instructional Planning and Strategies."
- Standard 6 B
"Learning Environment."

Contemporary Issues and Trends in Education

- Standard 1 B
"Subject Matter Knowledge."
- Standard 3 B
"Knowledge of Islamic/Ethical Values and Social Life Skills."
- Standard 4 B
"Instructional Planning and Strategies."
- Standard 6 B
"Learning Environment."

Annex C

Table 3
B. Ed. (Hons) Curriculum Aligned with NPST Dispositions

B. Ed. (Hons) Elementary 4 Year Curriculum Overview	NPST Dispositions
Mission Statement Prepare prospective teachers to acquire the knowledge, skills and dispositions needed to be successful, competent and professional educators, adopting innovative teaching strategies through a blend of content and professional courses, as defined by the National Professional Standards of Teachers of Pakistan.	• Standard 1 B Subject Matter Knowledge "Multiple ways of facilitation, knowledge construction and acquisition for learners."
Programme Goals Moving away from teacher-centred lectures, the new standards promote student-centred learning in Pakistani classrooms.	• Standard 1 B Subject Matter Knowledge "Making students self-confident and competent." • Standard 7 B Effective Communication and Proficient use of Information Communication Technologies "Refine practices."
Programme Goals	• Standard 1 B Subject Matter Knowledge

Participants learn how to foster learner-centred, active learning, where teachers guide students in discussion and other interactive activities that make learning more engaging and meaningful. The prospective teachers acquire the knowledge, skills, and dispositions they need to help sustain good classroom practices.

"Multiple ways of facilitation, knowledge construction and acquisition for learners."
- Standard 2 B Human Growth & Development
"Being appreciative and accepting of multiple ways of knowing and thinking."
- Standard 6 B Learning Environment
"Promote peer interaction. Take responsibility for an engaging and constructive climate in the classroom and across the school. Use democratic values in the classroom."

Mode of Delivery
Interactive Classroom teaching (pair/group work and active learning strategies such as role play, debates, presentations, brainstorming, etc.). Problem solving. Projects. Inquiry method/Discovery method. Exploration method. Demonstration method. Lecture method. Discussion with peers and instructor. Use of ICTs to facilitate learning and teaching.

- Standard 4 B Instructional Planning and Strategies
"Value goals and objectives of the curriculum. Develop critical thinking, independent problem solving and performance capabilities. Advocate pedagogy of care, cooperation and collaboration. Encourage Teamwork and cooperative learning. Seek multiple ways of solving problems."

Programme Objective 1
To equip student teachers with the knowledge of psychology and growth and with Islamic Ethical Values.

- Standard 1 B Subject Matter Knowledge
"Multiple ways of facilitation, knowledge construction and acquisition for learners."
- Standard 3 B Knowledge of Islamic/Ethical Values and Social Life Skills
"Establish the importance of the Quran and Sunnah among students."

Programme Objective 2
To transform existing orthodox system to modern education system through replacing traditional teaching styles with interactive teaching methodologies

- Standard 1 B Subject Matter Knowledge
"Multiple ways of facilitation, knowledge construction and acquisition for learners. Making real life connection."

Programme Objective 3
To equip the prospective teachers in achieving the ten

- Standard 1 B Subject Matter Knowledge
"Multiple ways of facilitation, knowledge construction and acquisition for learners.

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professional standards for teachers as well as promote the student-centred learning in Pakistani classrooms by inculcating the necessary knowledge, skills, and dispositions as defined in the curricula.	Making students self-confident and competent."
Programme Objective 4 To foster learner ventured, active learning environment by using learning strategies such as role play, brainstorming, debates, and presentations to make learning engaging and meaningful.	• Standard 4 B Instructional Planning and Strategies "Develop critical thinking, independent problem solving and performance capabilities. Advocate pedagogy of care, cooperation, and collaboration. Encourage Teamwork and cooperative learning. Seek multiple ways of solving problems."
Programme Objective 5 To enable student teachers with skills to undertake action research and become reflective educators.	• Standard 4 B Instructional Planning and Strategies "Develop critical thinking, independent problem solving and performance capabilities." • Seek multiple ways of solving problems.
Programme Objective 6 To equip student teachers with the use of ICT in their lessons to add creativity in their lessons.	• Standard 7 B Effective Communication and Proficient use of Information Communication Technologies "User of Information Technology and explore this skill in all aspects of T&L."