



Caucasus University

Caucasus School of Humanities and Social Sciences

Name of educational program	ზოგადი განათლების დაწყებითი საფეხურის (I-VI კლასები) მასწავლებლის მომზადების ინტეგრირებული საბაკალავრო-სამაგისტრო პროგრამა
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Name of educational program in English	Integrated Bachelor's and Master's Degree Program in General Education of Primary (I-VI grades) School Teachers
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Level of higher academic education	Integrated Bachelor -Master
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Educational Program Type	Regulated
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Language of instruction	Georgian
Awarded qualification, code	
in Georgian:	განათლების მაგისტრი (03)
in English:	Master of education (03)

Date of program approval	20.09.2018 Order #01/01 - 18
Date of program renewal	
Supervisor /co-supervisor of the program	Aluda Goglichidze (supervisor) Giorgi Nozadze (co-supervisor)

Program volume in credits	
<p>The program is comprised of 300 ECTS, which is allocated into 10 semesters and every semester is comprised of 30 ECTS credits.</p> <p>Therefore, a probable duration of "Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers" constitutes 5 years. The academic year is composed by a semester principle. One semester is comprised of 21 academic weeks, therefore the academic year is planned out for 42 weeks. 1 ECTS credit is equal to 25 cr. hours, which includes both a student's contact workload time (lecture, seminar, practical lesson, etc.), and his/her independent working hours (hours allocated for the preparation for midterm and final evaluations, as well as for the preparation of homework and presentations).</p> <p>Upon expiration of the term of</p>	

"Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers", a student, with an academic liability may continue his/her studies during the additional semesters (no more than 4 semesters) with the purpose of completing the educational programme, simultaneously keeping the student status.

The mandatory component determined for the profession is given 240 ECTS credits, where 180 ECTS credits are allocated for the subjective and methodological module of the subject/subjective group of the primary level of the general education, and 60 ECTS credits are allocated for the school practice and practice of research module. Free component module and elective subjects are given 60 ECTS credits, 20 ECTS credits are allocated for English language, and 20 ECTS credits are allocated for the field and professional mandatory subjects. They should collect the remaining 20 ECTS credits in a way of elective credits, which can be selected from 45 ECTS credits.

Within the frames of 300 ECTS credits considered by the academic plan, the students are also given an opportunity to acquire maximum 20 ECTS credits (at the expense of replacing the subjects that have an elective status) by means of free credits.

Program admission precondition

- A person possessing a full general education is entitled to study at the "Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers"
- The precondition for the admission to the educational program is to pass the Unified National Examinations (it is required by the National Examinations to pass a foreign language examination - English language).
- Legal Entity of Public Law - the National Center for Examinations is responsible for the conduct of the Unified National Examinations. An exception to the general rule of admission to the higher education institutions is made only in the cases stipulated by the law.

In the case of a student's willingness to transfer to the School of Social Sciences and Humanities of the Caucasus University from another higher education institution, the request is studied and the final decision is made by the Director of the educational program and the Dean of the School, and on the basis of their agreement, the admission of the student is performed on the basis of the joint order of the University's President.

Qualification description of the program

Program Objective

The objective of the “Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers” of the School of Humanities and Social Sciences is to prepare specialists in pedagogy that will possess the knowledge and professional skills corresponding to the modern requirements, so that he/she is able to perform the unity of obligations and responsibilities defined by the field characteristics, teacher's professional Code of Ethics and a teacher's professional standard in accordance with the requirements of acting legislative acts of Georgia, so that he/she is able to understand the uniqueness of every single pupil and apply differentiated strategies of teaching for their cognitive, personal and social-emotional development. To improve the achievements of pupils and their own school practice on the basis of the analysis of the evaluation of pupils and their own activity; to cooperate with the pupils, colleagues, parents for a harmonious development of a pupil, for solving a problem together and for their own professional development. Be reflexive, open to innovations and be the one introducing the innovations to the pedagogic practice; possess the knowledge of information-communication technologies and be able to use them in their teaching process; be oriented towards sustainable professional development.

To be more specific, the goal of the bachelor's Program of the Primary Level Teacher is to provide the student with scientific knowledge about key issues of historical and cognitive, as well as the artistic and aesthetic processes of the world and Georgian literature; to develop in the students the skills of analysis and critical assessment of the compositions; to familiarize with the literature processes in the context of world literature history; to teach them the structure of Georgian language and the language-scientific theories; to develop in the students the skills for the analysis of linguistic sources; to teach them how to improve the literacy skills at the primary level, mathematics, natural sciences and social sciences.

The structure of an educational program implies such offering of mandatory and elective subjects, so that, on the one hand, the full volume of skills and knowledge relevant to the specific field is acquired, and on the other hand the offering of the compiled block of the elective subjects in such a way, so that the professional interest of every student is maximally met and a foundation for the student's practical and scientific activity is set for the future.

The objectives of the “Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers” of the School of Humanities and Social Sciences are in line with the mission of the Caucasus University, which is "to prepare specialists loyal to the ideals of democracy, morally stable, highly qualified, competitive at the local and international labor markets by introducing a research-oriented teaching and learning and to meet the educational and consulting requirements of the society", to prepare specialists that possess professional skills and knowledge corresponding to the modern requirements.

<p>Program Learning Outcomes</p>	<p>Upon the completion of the “Integrated Bachelor's and Master's Degree Program in General Education of Primary School Teachers”, the graduate will acquire the following general and field competences:</p> <p style="text-align: center;">❖ Competence - Knowledge and Understanding</p> <p>I - Competence Area - Formation of a Positive Learning Environment</p> <ul style="list-style-type: none"> ✓ A primary level teacher is familiar with the main principles of differentiated approaches in the learning process; ✓ The teacher knows how to create a motivating learning environment for a pupil - physical, social-emotional and cognitive environment; ✓ The teacher knows how to create an inclusive and favorable learning environment for teaching and for the pupils. ✓ The teacher knows effective strategies for preventing and resolving conflicts and class management. ✓ The teacher knows the main factors that contribute to the formation of a cooperative culture and understands the importance of the collaborative environment for his/her own professional development and the improvement of teaching and learning quality. <p>II. Competence Area - Planning, Implementing and Evaluation of the Pupil and Result Oriented Learning Process</p> <p style="text-align: center;">2.1. Planning and implementing the learning process</p> <ul style="list-style-type: none"> ✓ A primary level teacher is familiar with the national goals of general education, national educational plan; ✓ The teacher knows how to perform the planning of the learning process oriented on pupils and results on the basis of the sample documents of the general education. ✓ The teacher knows how to find and create educational printed and ICT resources, as well as how to apply them in the learning process with a relevant purpose. ✓ The teacher knows the major theories of a human's development and education, understands their importance in the planning and implementation of pupil and result oriented learning process. ✓ The teacher is familiar with the general approaches for the development of basic academic and social-emotional skills. ✓ The teacher knows the diverse learning and teaching, student-oriented strategies and prospects of their application; ✓ The teacher knows the teaching and learning methods, technologies and strategies, the opportunities for their application. ✓ Knows the principles and goals of sustainable development; ✓ Acknowledges the importance of teaching the principles of sustainable development for individual evolution, growth of a responsible citizen towards social and natural environment. ✓ The teacher understands the role and importance of extracurricular activities in enhancing motivation, learning and versatile development of students. <p style="text-align: center;">2.2. Learning process evaluation</p> <ul style="list-style-type: none"> ✓ The teacher knows how to evaluate a student (hence, student with special educational needs SEN student) within the framework of the National Educational Plan; ✓ The teacher knows the types of evaluation, principles and methods. The teacher knows how to analyze the results of the evaluation. ✓ The teacher knows the main principles for the formation of assessment criteria
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and rubrics compilation.

III. Competence Area - Supporting Professional Development

- ✓ The teacher knows the main principles, forms and ways of professional development.
- ✓ The teacher is familiar with the current trends and researches in the area of education sciences.
- ✓ The teacher is familiar with the science education research methods and their application possibilities.
- ✓ The teacher knows main approaches of planning, implementation and analysis of practice research and understands the importance of research results application for professional self-development and enhancement of the learning and teaching quality;

❖ Competence - Practical and Other Skills

I - Competence Area - Formation of a Positive Learning Environment

- ✓ The teacher is able to create a positive learning environment for students' individual and special needs, taking into account their cultural diversity and to promote the integration of each student in the class and their motivation;
- ✓ The teacher is able to create a safe free learning environment for the personal, social, emotional and cognitive development of every student;
- ✓ The teacher is able to organize a learning environment for students with behavioral difficulties considering the recommendations of a psychologist.
- ✓ The teacher is able to manage a class, analyze and respond adequately to the causes of conflicts;
- ✓ The teacher is able to communicate efficiently with students, parents, colleagues and community for conflict prevention and resolution;
- ✓ The teacher is able to promote the establishment of positive relations among students using appropriate strategies, considering their individual differences.
- ✓ The teacher is able to effectively communicate and have business cooperation with pupils, colleagues and community;
- ✓ The teacher is able to facilitate the inclusion of parents (other legal representatives) for a meaningful learning of the students.

II. Competence Area - Planning, Implementing and Evaluation of the Pupil and Result Oriented Learning Process

2.1. Planning and implementing the learning process

- ✓ The teacher is able to develop short-term and long-term educational plans considering the general national goals of education, national curriculum, student's needs and school priorities;
- ✓ The teacher is able to plan the lesson considering all the components and connections, is able to take into account the inter-subjective links and inter-connections between the subjects;
- ✓ The teacher is able to elaborate an individual educational plan for children with special educational needs with the involvement of the relevant specialists.
- ✓ The teacher is able to find, select, set up and use assisting resources and ICT technologies for curriculum goals and considering the needs of students of a specific class.
- ✓ The teacher is able to effectively apply the knowledge of personality, development and education theories

in the learning process;

- ✓ The teacher is able to effectively select the strategies for enhancing a motivation by observing the individual progress of the students and considering their interests.
- ✓ The teacher is able to facilitate the development of students basic academic and social-emotional skills considering their age and individual characteristics.
- ✓ The teacher is able to reasonably use a various teaching and learning strategies.
- ✓ The teacher is able to integrate the principles of sustainable development into the teaching themes during the learning process.
- ✓ The teacher is able to plan extracurricular activities (club, circles, educational and social projects) considering students' interests and abilities.

2.2. Learning process evaluation

- ✓ The teacher is able to apply student assessment methods to evaluate each student's achievement and progress;
- ✓ The teacher is able to effectively apply the assessment of each student's cognitive and personal development.
- ✓ The teacher is able to make assessment schemes and rubrics compilation, and make an objective assessment of students on their basis.

III. Competence Area - Supporting Professional Development

- ✓ On the basis of self-assessment, feedback received from colleagues, administration, students, parents and the analysis of the students' needs, the teacher is able to analyze his/her practice in a complex and coherent way and in a criticizing manner - identify strengths and weaknesses, and make appropriate professional development planning.
- ✓ The teacher has the ability to search and use new knowledge, tendencies and new researches in science education in order to improve his/her own professional development and school practices;
- ✓ The teacher is able to plan researches, create /find appropriate tools, implement and / or involve students in research projects.
- ✓ Based on the school practice analysis, the teacher is able to identify a problem / need, analyze, plan appropriate interventions, implement, and assess their effectiveness.

❖ Attitudes and Values:

- ✓ The teacher understands the importance of education inclusion and student motivation for the establishment of positive, safe/free from conflicts educational environment; understands the importance of cooperation with students, parents, colleagues, the community for the formation of a safe (physical, social and emotional) educational environment.
- ✓ The teacher understands that the general education framework documents and knowledge accumulated in the education science are the pedagogic benchmarks; demonstrates the importance of every student as a person; believes that the use of a differentiated approach will facilitate the growth of student motivation, and their personal and cognitive development, as well as their integration into the school community.
- ✓ The teacher is oriented on the continuous professional development, on acquiring

	<p>innovation in different ways and applying them in practice; the teacher understands the importance of improving research-based schooling practices.</p> <p>❖ General competences of the graduates of Integrated Bachelor's - Master's Educational Program are:</p> <ul style="list-style-type: none"> ✓ The ability to critically analyze difficult, incomplete and contradictory data, perform their independent analysis. The ability to convey the analysis results in an understandable manner and their application. The ability to perform the analysis, consolidation, integration of different data and make a conclusion. The ability to provide evidences and/or contradictory arguments during the analysis of the received results; ✓ Information management - the ability to obtain information from various sources, process a large volume of information and perform its critical evaluation. The ability to use information retrieved during professional activities; ✓ The ability to solve a problem / make a decision; - is able to determine a complex problem independently, formulate it and define ways for resolving it; ✓ The ability to analyze the expected results and make a final decision. Is familiar with the additional resources and, if necessary, applies them effectively, within the frames of his/her competence. ✓ The ability to work in a team/group; both as a leader and a regular member. The ability to distinctly formulate tasks, work with peers, coordinate their activities and adequately evaluate their capabilities; ✓ The ability to manage conflicts and force-majeure situations; ✓ Communication skills, including in a foreign language - has the ability to observe, listen, ask questions, as well as non-verbal communication skills. ✓ The ability to participate in meetings, and convey one's own thoughts both orally and in writing; ✓ The ability to conduct professional negotiations and participate in conflict resolution; ✓ The ability of constant renewal of learning / knowledge - the ability to use the full range of educational and informational resources and manage one's own learning process. Understands the need for continuous update of knowledge. The ability to assess objectively one's own knowledge and skills; ✓ The ability to adapt to a new environment - demonstrates good habits of practical work in the team, professional subordination / adaptation skills, ability to use new technologies; ✓ The ability to work independently - can manage time, select priorities, meet deadlines and has the aptitude for coordinated work. The ability to plan resources related to one's own activities correctly. Is responsible for the work performed and able to evaluate and criticize it.
<p>Areas of Employment</p>	<p>As a result of completing the Primary Level Teacher Bachelor's-Master's Program, the student will be awarded a Master's academic degree and the student will be entitled to be employed in accordance with the received qualification, both in public and private general education institution, as well as in an informal education.</p>
<p>Possibility to continue the studies</p>	<p>The graduate of Primary Level Teacher Bachelor's-Master's Program will be entitled to continue his/her studies at the Doctoral Program, in accordance with the regulation stipulated by the law.</p>

Evaluation system of student's knowledge

Mastering the courses offered by the Primary Level Teacher Bachelor's-Master's Educational Program considers an active participation of students in the learning process and is based on the principle of continuous evaluation of the acquired knowledge.

The evaluation system for the level of achievement of students learning outcomes is comprised of midterm and final evaluations. The share of the sum of midterm evaluations from the maximum points of the academic component - i.e. 100 points, constitutes 70 points and 30 points remain for the final examination.

The minimal competences threshold has been determined for both of midterm and final evaluations. The detailed information about the minimal competence threshold is given in the syllabi of particular academic disciplines, which are uploaded to the academic process management electronic system prior to the beginning of the academic process.

At each stage of learning, the student is entitled to resit the final examination only if the total accumulated score for the midterm evaluations before the final examination constitutes at least 41 points.

The evaluation system allows
for: **5 types of positive evaluations:**

- (A) Excellent – 91-100 points of evaluation;
- (B) Very good - 81-90 points of maximum evaluation; (C) Good - 71-80 points of maximum evaluation;
- (D) Satisfactory – 61-70 points of maximum evaluation;
- (E) Sufficient – 51-60 points of maximum evaluation.

Two types of negative evaluation:

- (FX) Did not pass – 41-50 points of maximum evaluation, meaning that a student needs to work more for passing and is granted the right to sit an additional examination by means of an independent work;
- (F) Fail – 40 and less points, meaning that the work of the student is not sufficient and he/she has to retake the course.

The student is entitled to retake the final examination within the period of time determined by the administration, however within no less than the period of 5 days since the announcement of the final examination results.

The amount of points in the final evaluation is not added to the evaluation received by a student for the additional examination. The evaluation obtained during the final exam is the final one and it will be reflected in the final evaluation of the teaching component of the educational program.

Teaching and learning methods

In the course of learning, depending on the specificity of a particular academic course, the following methods of teaching and learning will be used:

- ✓ verbal or oral method,
- ✓ method of working with a book,
- ✓ method of working in writing/written assignments,
- ✓ discussion/debates,
- ✓ work in groups,

- ✓ case study,
- ✓ brainstorm,
- ✓ demonstration method,
- ✓ induction, deduction, analysis and synthesis,
- ✓ problem-based learning (PBL);
- ✓ role and situation plays;
- ✓ cooperative teaching;
- ✓ presentation
- ✓ explanatory method and others.

In the process of teaching and learning the methods fill one another and transfer into one another. Teaching and learning methods of particular academic courses will be demonstrated in the syllabus of the relevant academic course.

Persons participating in the implementation of the program

The persons participating in the implementation of the program are:

- 7 professors
- 8 associate professors
- 3 assistant professors
- 2 assistants
- 21 invited specialists

Other resources of the program

Caucasus School of Humanities and Social Sciences has concluded a Memorandum of Cooperation with foreign and Georgian higher education institutions, as well as with governmental and non-governmental organizations.

Up to 100 partner organizations will be involved within the framework of the program implementation: **Partner**

higher education institutions:

- Ivane Javakhishvili Tbilisi State University;
- Akaki Tsereteli State University (Georgia);
- Batumi Shota Rustaveli State University (Georgia);
- University of Warsaw "Collegium Civitas" (Poland)
- Adam Mitskevich University in Poznan (Poland)
- Tallinn University of Technologies (Estonia)
- Kibi International University (Japan)

Governmental and non-governmental organizations; public and private schools:

1. Private General Education School-Lyceum "Nunu Beitrishvili Prometheus" LTD
2. LEPL Tbilisi Public School #212
3. LTD "New Lyceum"
4. LEPL Tbilisi Public School #64
5. LTD "Tbilisi Green School"
6. LLC LTD Tbilisi General Education School-Lyceum "Mtsignobartukhutsesi"
7. LEPL Tbilisi Public School #133
8. LEPL Tbilisi Public School #122
9. LEPL Tbilisi Public School #123
10. LEPL Tbilisi First Experimental School
11. LEPL Tbilisi Public School #136
12. LEPL Tbilisi Public School #89

- 13. LTD "New Georgian Gymnasium"
- 14. LEPL Tbilisi Public School #155

Non-Governmental Organizations:

- Non-entrepreneurial Legal Entity "Institute for the Development of Informational Society"
- House of Writers
- Non-entrepreneurial (non-commercial) Legal Entity "Ecomm Georgian National Committee"
- Junior Achievement;
- Pedagogical Forum of the Civilian Education;
- Education and Research Center;
- Non-entrepreneurial (non-commercial) Legal Entity "Association of Mathematics Teachers" Union
- Non-entrepreneurial (non-commercial) Legal Entity "Center for Civil Integration and Inter-national Relations

Material-technical base:

- Library of the Caucasus University (9454 units of printed literature). There is an online catalog at the library as well Open Biblio-<http://library.cu.edu.ge/opac/index.php> and an online library <https://ebooks.cu.edu.ge/> which is designated for internal use. An e-mail address and a password issued by the Caucasus University are necessary to view the online library and download the material existing in the library.
- Additionally, the library has access to the following networks:
 - EBSCO HOST
 - EBSCO HOST Connection
 - World Higher Education Database WHED Portal
 - HEDBIB the International Bibliographic Database on Higher Education
- The following resources are at the disposal of the university:
 - Computers
 - All-in-One: 160
 - Laptop: 20
 - Netbook: 55
 - Desktop PC: 125
 - Projector: 60
 - Printer: 100
 - Xerox machines of the examination center 2 units of black and white, 1 color
 - 500 units of network ports
 - Wi-Fi
 - Cisco network infrastructure
 - IBM and HP servers
 - Computer classrooms: 7

Financial Support of the Program

The funds necessary for the support of a Primary Level Teacher Bachelor's-Master's Program are included into the budget of the Caucasus University.

Educational Plan of a Primary Level Teacher Bachelor's-Master's Program
(With the indication of modules, subjects, relevant credits)

№	Subject Code	Precondition	Subject/Module	Academic year										ECTS credit
				I		II		III		IV		V		
				ECTS credit										
				Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	
			Free component module	10	5	5	5	5			10			40
1.	ACWR 1160	None	Academic Writing	5										5
2.	ENGL 0005/ ENGL 0007	None	B1.0 General English/B2.0 General English	5										5
3.	ENGL 0006/ ENGL 0008/	ENGL 0005/ ENGL 0007	B1 General English/B2 General English		5									5
4.	ENGL 0007/ ENGL 0009	ENGL 0006/ ENGL 0008/	B2.0 General English/C 1.0 General English			5								5
5.	ENGL 0008/ ENGL 0010	ENGL 0007/ ENGL 0009	B2 General English/C 1 General English				5							5
6.	PMME 3160	None	Project Management, Monitoring and Evaluation					5						5
7.	HIST 0003	None	History of Georgia, Civilization and Culture								5			5
8.	SCML 5260	None	School Management and Leadership										5	5
			Elective subjects:	5							5	10		20
9.	DEM 1160	None	Democratic Culture and Human Rights Studies at Schools	5										5
10.	PSYC 0006	None	Introduction to Psychology	5										5
11.	SOC 4260	None	Sociology - general course								5			5
12.	CSC 4260	None	Use of Informational and Communication Technologies (History)								5			5

№	Subject Code	Precondition	Subject/Module	Academic Year										ECTS credit
				I		II		III		IV		V		
				ECTS credit										
				Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	
			In the process of teaching and learning (additional course)											
13.	EMS 5160	None	Enlightenment and Modern Society										5	5
14.	PHIL 0005	None	Philosophy										5	5
15.	EDUP 5160	None	Education Policy										5	5
16.	FBUS 5160	None	Business Fundamentals and Career Planning at the Primary Level										5	5
17.	REL 5160	None	Study of Religions										5	5
			Subjective and methodological module 180>	15	15	20	25	25	25	15	20	20	25	180
			Professional skills/ Pedagogy											60
18.	PROF 1160	None	Psychology of Child Development	5										5
19.	PROF 1161	None	Use of Informational and Communication technologies (History) in the process of teaching and learning (basic course)	5										5
20.	PROF 1162	None	Development of literacy skills at the primary level - reading strategies	5										5
21.	PROF 1260	None	Theories of Personal Development and Education		5									5
22.	PROF 1261	None	School Academic Plan and Informal Education		5									5
23.	PROF 1262	None	Current Trends, Researches and Challenges of Education		5									5
24.	PROF 2160	PROF 1262	Planning the learning process, effective strategies of teaching and evaluating			5								5
25.	PROF 3160	None	Class Management, Development of					5						5

№	Subject Code	Precondition	Subject/Module	Academic Year										ECTS credit	
				I		II		III		IV		V			
				ECTS credit											
				Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II		
			Self-regulation skills												
26.	PROF 3161	None	Psychology of education					5							5
27.	PROF 3260	None	Inclusive Education						5						5
28.	PROF 5160	None	Conflict Management and Formation of Non forcible Environment										5		5
29.	PROF 5161	None	Teacher Professional Development and Ethics										5		5
			Social Sciences												20
30.	SS 2160	None	Society and I (Part I)			5									5
31.	SS 2260	SS 2160	Society and I (Part II)				5								5
32.	SS 2161	None	Our Georgia (Part I)			5									5
33.	SS 2261	SS 2161	Our Georgia (Part II)				5								5
			Natural Sciences												25
34.	NS 2260	None	Natural Sciences Teaching Concept at the Primary Level				5								5
35.	NS 3160	NS 2260	Practical Approaches of Natural Sciences Teaching at the Primary Level					5							5
36.	NS 3161	None	Teaching Based on Natural Sciences Research at the Primary Level					5							5
37.	NS 3260	None	Integrated Teaching of Natural Sciences at the Primary Level						5						5

№	Subject Code	Precondition	Subject/Module	Academic Year										ECTS credit		
				I		II		III		IV		V				
				E C T S credit												
				Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II			
38.	NS 3261	None	Use of Informational and Communication Technologies (History) in the Process of Learning Natural Sciences at the Primary Level						5							5
			Mathematics													35
39.	MATH 2160	None	Mathematics at the Elementary Level, Digital and Quantitative Literacy (Part I)			5										5
40.	MATH 2260	MATH 2160	Mathematics at the Elementary Level, Digital and Quantitative Literacy (Part II)				5									5
41.	MATH 3160	None	Mathematics Teaching Methodology - 1 (Elementary)					5								5
42.	MATH 3260	MATH 3160	Mathematics Teaching Methodology - 2 (Elementary)						5							5
43.	MATH 4160	None	Principles of Using Information Technologies in the Elementary Course of Mathematics							5						5
44.	MATH 4161	None	Innovative Methods of Mathematics Teaching at the Primary Level							5						5
45.	MATH 4260	None	Mathematics Remediation Teaching								5					5
			Georgian language and literature module													40
46.	GLL 3160	None	Grammar of Georgian Language (History of Literature Language, issues, phonetics, phonology, morphology of a name, issues of spelling)						5							5
47.	GLL 4160	GLL 3160	Grammar of Georgian Language 2 (morphology of a verb, words that do not change their form, spelling issues)							5						5

№	Subject Code	Precondition	Subject/Module	Academic year										ECTS credit	
				I		II		III		IV		V			
				E C T S credit											
				Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II		
48.	GLL 4260	GLL 4160	Grammar of Georgian Language 3 (Syntax)								5			5	
49.	GLL 5160	GLL 4260	Lexicology and Stylistics of Georgian Language									5		5	
50.	GLL 4161	None	Fundamentals of Literature Studies							5				5.	
51.	GLL 4162	GLL 4161	Children's Literature, Texts, Analysis							5				5.	
52.	GLL 4261	PROF 1162	Work with a Text and Strategies for Writing								5			5.	
53.	GLL 5161	None	Reading Remediation Teaching									5		5.	
			School Practice and Research Practice Module											60	
54.	PRAC 1260	None	Design and Methodology of Education Researches - Part I		5									5.	
55.	PRAC 2160	PRAC 1260	Design and Methodology of Education Researches - Part II			5								5.	
56.	PRAC 4160	PRAC 2160	Research Theory and Practice in Pedagogical Activity.							5				5.	
57.	PRAC 1261	None	School practice -1		5									5.	
58.	PRAC 2260	None	School practice -2				5							5.	
59.	PRAC 3260	None	School practice -3					5						5.	
60.	PRAC 4260	None	School practice -4							5				5.	
61.	PRAC 5260	None	School practice -5										5	5.	
62.	THES 5260	None	Master's thesis										20	20.	
ECTS credits				Semester	30.	30.	30.	30.	30.	30.	30.	30.	30.	30.	300.
				per year	60	60	60.	60.							

Number of subjects/modules per year						
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