# TABLE OF CONTENTS

## B.Ed. Annual

**Total Marks: 600**

### Core Courses

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Contents</th>
<th>Marks</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Perspective of Education and Contemporary Social Issues</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Curriculum Instruction</td>
<td>100</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Educational Psychology</td>
<td>100</td>
<td>11</td>
</tr>
<tr>
<td>4.</td>
<td>Islamic Studies/ Islamic History for Non-Muslims</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>School Organization and Management</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>Functional English</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluation Techniques</td>
<td>50</td>
<td>29</td>
</tr>
</tbody>
</table>

### Elective Courses

**Total Marks 200**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Teaching of English (Core Course) for Humanities</td>
</tr>
<tr>
<td>9.</td>
<td>Teaching of Urdu Methodology Course</td>
</tr>
<tr>
<td>10.</td>
<td>Teaching of Pashto</td>
</tr>
<tr>
<td>11.</td>
<td>Teaching of Arabic</td>
</tr>
<tr>
<td>12.</td>
<td>Teaching of Physical Science</td>
</tr>
<tr>
<td>13.</td>
<td>Teaching of Biological Science</td>
</tr>
<tr>
<td>14.</td>
<td>Teaching of Mathematics</td>
</tr>
</tbody>
</table>

### Optional Courses

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Foundation of Education</td>
</tr>
<tr>
<td>2.</td>
<td>Computer Education</td>
</tr>
<tr>
<td>3.</td>
<td>Modern approaches to teaching</td>
</tr>
</tbody>
</table>
III. **Method of Teaching**
A candidate will be to study and develop teaching skills in **Two** subjects.

**Note:** Marks for all methods courses:  
**Method:** **60 Marks**  
**Content:** **40 Marks**

**HUMANITIES GROUP:**  
Marks: 200

Teaching of English is compulsory for the Humanities group.
The Humanities group students will also choose one from the following:

i. Teaching of Pakistan Studies  
   74

ii. Teaching of Languages

   Arabic ............................................................................................................ 45
   Pushto.......................................................................................................... 42
   Urdu........................................................................................................... 39

iii. Teaching of Mathematics.

**SCIENCE GROUP:**
Teaching of Physical Sciences is compulsory for the Science group.
The Science group students will also choose one from the following:

i. Teaching of Biological Sciences................................. 52

ii. Teaching of Mathematics........................................ 56
Teaching Skill Development (TEACHING PRACTICE)

The Marks distribution will be as follows:-

- Internal Assessment (Two Lessons, in two subjects) (50)
- Combined Assessment (four lessons, in two subjects) (100)
- Assessment of Final Lessons................................. (50)

Teaching practice will be an integral part of the time table and it will be spread over the year.

Each teacher will continue supervision of the same students through our the year.

Note: The concerned school teacher (cooperative teachers) will also be assessing each trainee during Combined assessment form a 100 marks. The final marks will be an average of the IER supervisor and the concerned principal cooperative teacher.

Editor & Composer: Zahid Gul (I.E.R, University of Peshawar)
PERSPECTIVES OF EDUCATION & CONTEMPORARY SOCIAL ISSUES  
(B.Ed. Core Course)  
Total Marks: (50 + 50=100)

Objectives:
It is expected that by the end of the course students will be able to:

(1) Analyse various perspectives of education, ideologies and values.
(2) Discuss the changing role of education with respect to our society.
(3) Develop a critical inquiry approach with reference to educational matters.
(4) Become active and useful citizen to play their due role in the educational process and national development by practicing the knowledge and skills acquired through this course.

Perspectives of Education:

Unit 1: Philosophical Perspectives:
1.1. Philosophy and education
1.2. Epistemology
1.3. Educational theories
1.4. Nature vs Nurture
1.5. Education and Culture
1.6. Indoctrination, training and education.
1.7. Andragogy vs paedagogy

Unit 2: Pioneers in Education
2.1. Rousseau
2.2. Froebel
2.3. Herbart
2.4. Montessori

**Unit 3: Influential Educators**

3.1. Imam Ghazali
3.2. John Dewey
3.3. Paulo Friere
3.4. Allama Iqbal

**Unit 4: The development of education in Pakistan**

Objectives, Teacher Education and Secondary Education of the following Policies:

4.2. Sharif Commission 1959-60
4.3. The education policy (1972 – 80)
4.4. New education policy (1979)

**Contemporary Social Issues:**

**Unit 5: Social Issues**

5.1. Globalisation and its challenges
5.2. Population growth.
5.3. Education and conflict resolution
5.4. Gender Equality in Pakistan
5.5. Media and Education

**Required Readings:**

2. Iqbal, M. Reconstruction of Religions thought in Islam.
3. National Education Policies:
   i. 1972 – 1979
   ii. 1998 – 2010

**Additional Readings:**
CURRICULUM AND INSTRUCTION
(Core Course)
Total Marks: (100)

Objectives:
After completing this course, the learners should be able to:
1. Conceptualise the terms: Curriculum, Syllabus and Instruction, their construction, and their relationship.
2. Use their knowledge, skills and attitude in developing a workable and viable Curriculum proposal for Elementary and Secondary schools.
3. Conceive and develop the Curriculum package to the needs of public generally and particularly of learners.
4. Discuss a few types of Curriculum models with reference to the Pakistani context.
5. Describe the foundations of Curriculum development in the global context generally and particularly in the context of Pakistan.
6. Demonstrate an understanding of the mechanism of situational analysis for curriculum design, determine and formulate the objectives in the light of Pakistani situation.
7. Select the appropriate teaching methods/instructional strategies according to the teaching learning milieu.
8. Demonstrate the knowledge and skills for using the various approaches to student assessment.
9. Describe the problems of Curriculum development in Pakistan and its improvement.
10. Discuss various teaching aids and use of improvised material.
Course Outline:

Unit 1. Introduction
1.1. Conceptual understanding of Curriculum.
1.2 Scope and importance.
1.3 Elements of the Curriculum.

Unit 2. Foundations of Curriculum
2.1 Philosophical foundations.
2.2 Psychological foundations.
2.3 Socio Cultural foundation.
2.4 Economic Foundation of Education

Unit 3. Types of Curriculum
3.1 Subject based Curriculum.
3.2 Teacher centered Curriculum.
3.3 Learner centered Curriculum.
3.4 Activity based Curriculum.
3.5 Core Curriculum / Comprehensive Curriculum

Unit 4. Curriculum Design
4.1 Situational analysis.
4.2 Formulation of objectives.
4.3 Selection and organization of context.
4.4 Selection of appropriate methods.
4.5 Assessment of student achievement.

Units 5. Curriculum Development in Pakistan
5.1. Problems of Curriculum development in Pakistan and suggestions for its improvement.
5.2. Curriculum Development at Secondary and Higher Secondary Level.
5.3. Curriculum Development at Primary Level.
Unit 6. Instructional Objectives
6.1 Goals, Aims and Objectives.
6.2 Importance of learning outcomes.
6.3 Identifying Behavioral Objectives.
6.4 Taxonomy of Educational Objectives.

Unit 7. Instructional Methods and Techniques
7.1 Traditional methods of Instruction.
   (i) Lecture method.
   (ii) Lecture demonstration method.
   (iii) Assignment method
   (iv) Concept of Technology and Instructions.
7.2 Modern strategies/approaches
   (i) Project method.
   (ii) Inquiry approach.
   (iii) Micro teaching.
   (iv) Programmed learning.
   (v) Team teaching.
   (vi) Communicative approach.
7.3 Teaching Techniques.
   (i) Questioning.
   (ii) Discussion.

Unit 8. Instructional Material
8.1 Importance & Characteristics of Audio aids.
8.2 Importance and characteristics of visual aids.
8.3 Description of various audio, visual and audio-visual aids.
8.4 Teacher's role in the development of low cost material.
**Required Readings:**


**Additional Readings:**


Educational Psychology (Core Course at B.Ed. level)

Marks: (100)

Objectives

The study of Human Development and Learning is very important for professional workers in education generally and for teachers in particular. This course will enable classroom teachers to work effectively with better understanding. At the end of the course it is expected that students will be able to:

1. Identify the types of psychological questions a teacher can ask and problems he/she attempts to resolve.
2. Trace the development of a child from birth to adolescence.
3. Measure the development of human learning and adapt teaching to these differences.
4. Explore the development of human learning and factors influencing learning.
5. Identify practical problems related to teaching and learning both in and out of the classroom.
6. Outline briefly different theories of personality and their relationship to schooling.
7. Demonstrate how the effective use of Psychological principles can generate a more enlightened curriculum process in schools.

Unit 1. Educational Psychology A foundation for teaching

1.1. An introduction to psychology and educational psychology.
1.2. Nature, scope and functions of educational psychology.
1.3. Methods used in educational psychology.
Unit 2. Understanding Students Development:

2.1. Introduction.
2.2. Difference between growth and development.
2.3. Principles of growth and development.
2.4. Aspects of development and their educational implications:
   ➢ Physical, Cognitive, Social and Emotional development.

Unit 3. Learning:

3.1. Introduction.
3.2. Behaviourist theories of learning.
3.3. Cognitive theories of learning.
3.4. Motivation in learning.
3.5. Creating learning environments.
3.6. Memory and retention

Unit 4. Individual Differences:

4.1. Introduction.
4.2. Bases of individual differences.
4.3. Areas of individual differences.
4.5. Intelligence
4.6. Theories and models of intelligence i.e. Gardners and gilford’s etc.
4.7. Identifying and teaching.
   ➢ Gifted, slow learners emotionally disturbed socially disadvantaged and special children.

Unit 5. Personality Development:

5.1. Introduction.
5.2. Personality Introduction.
   i. Trait theory.
ii. Psychoanalytic theory.
iii. Humanistic approach to personality.

5.3. Personality Assessment.
5.4. Personality and Learning.

**Unit 6. Children behaviour and classroom management:**

6.1. Defining classroom management.
6.2. Classroom behaviours management.
6.3. Models of effective classroom management.
6.5. Mental hygiene in the classroom.
6.6. Factors affecting the mental health of the students.

**Unit 7. Mental health/Hygiene and classroom:**

7.1. Mental Hygiene in the classroom
7.2. Factors affecting the mental health of the students
7.3. Maladjustment (Introduction and causes).
7.4. Techniques for avoiding maladjustment.

**Unit 8. Guidance and Counselling:**

8.1. The concept of Guidance and Counselling.
8.2. Educational and Vocation Guidance.
8.3. Career Planning.

**Required Readings:**


**Additional Readings:**

Title of Course Islamic Studies
Core Course 100 Marks
B.Ed One Year

Credit Hours: 3

Objectives:
This course is aimed at:
1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Outline
Introduction to Quranic Studies
1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul-Quran

Study of Selected Text of Holy Quran
Verses of Surah Al-Baqra related to Faith (Verse No.177,284-286)
Verses of Surah Al-Hujrat related to Adab Al-Nabi (Verses No.1-18)
Verses of Surah Al-Mumanoon related to Characteristics of faithful (Verse No-1-11)
Verses of Surah Al-Furqan related to Social Ethics (Verse No.63-77)
Verses of Surah Al-Inam related to Ihkam (Verse No-151-154)
Surah Al-Fatihah
Surah Al-Ikhlas
Verses of Surah Al-baqara related to Ahkam (183-187,197-203,282-283)

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Ihzab related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2) Verses of Surah Al-Hashar (18,19,20) related to thinking, Day of Judgement
3) Verses of Surah Al-Saf related to Tafakar, Tadabar (Verse No.1-14)
4) Surah Al-Nisa Verses No.11-14)

Seerat of Holy Prophet (S.A.W)
1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons derived form the life of holy Prophet in Makkah

Seerat of holy prophet (S.A.W) II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah
4) Basic Concepts of Hadith
2) History of Hadith
3) Kinds of hadith
4) Importance of Hadith
5) Sunnah & Hadith
6) Legal Position of Sunnah
Selected Study form Text of Hadith 50 Hadith about Education and Ethics

Introduction To Islamic Law & Jurisprudence

1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

Islamic Culture & Civilization

1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and Contemporary Issues

Islam & Science

1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quranic & Science

Islamic Economic System

1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam

1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Government in Islam

**Islamic History**

1) Period of Khlaft-E-Rashida  
2) Period of Ummayyads  
3) Periods of Abbasids

**Social System of Islam**

4) Basic Concepts of Social System of Islam  
5) Elements of Family  
6) Ethical Values of Islam

**Reference Books:**

Mareuf-Quran Shafi Muhammad Mufti Dar ul-uloom Karachi.  
“Introduction to Al Sharia Al Islamia” Islamabad, Pakistan: Allama Iqbal Open University.  
Hameed ullah Muhammad, “Introduction to Islam Mulana Muhammad Yousaf Islahi,”  
Hameed ullah Muhammad, “Muslim Conduct of State” Islamabad, Pakistan: Hussain Hamid Hassanm u leaf Publication.  
ISLAMIC HISTORY
(Core Course)
(For Non-Muslims)

Objectives:
At the completion of the course, the students will be able to:

1. Relate the works and achievement of the Holy Prophet Mohammad (PBUH).
2. Discuss the character traits of the Holy Prophet (PBUH).
3. Review the contribution of Hazrat Abu Bakar to the cause of Islam.
4. Explain the administrative qualities of Hazrat Umar Farooq.
5. Narrate the life history of Hazrat Usman.
6. Elaborate the reign of Hazrat Ali and his contribution towards Islam.

Course Out-line

Unit-1 Life-history and achievements of Hazrat Muhammad (PBUH)

1.1 Important events at Makkah.
   (i) Problems and difficulties faced by the Prophet.
   (ii) Migration to Habshah.
   (iii) Sahib-Abi-Talib
   (iv) Visit to Taaiif.
   (v) The year for mourning.
   (vi) Mairaj (journey of the Holy prophet towards Allah).

1.2 Migration towards Madina.
   Its events and causes.

1.3 important events at Madina.
   The battle of Badar.
   The battle of Uhad.
   The battle of Khandak.
   The treaty of Hudabiah.

1.4 The conquest of Makkah.
   Its causes, events and results.

Marks: (50)
1.5 Summary of the letters written by the Holy Prophet to kings of states.
1.6 The last address of the Holy prophet His death and character traits.

Unit-2 Hazrat Abubakar Saddique
Unit-3 Hazrat Umar Farooq
Unit-4 Hazrat Usman Ghani
Unit-5 Hazrat Ali

RECOMMENDED READINGS:
Hamid-ud-Din: Islamic History
SCHOOL ORGANIZATION AND MANAGEMENT

**Objectives:**

1) At the completion of the course the students will be able to discuss Critical aspects of the teaching and learning process.

2) To increase knowledge and understanding of the factors, leading to school effectiveness and improvements through the study of relevant literature.

3) To develop a tendency in teachers the leadership for managerial qualities.

4) To keep the classroom environment conducive to learning.

5) To inculcate in the teachers the purposes of effective teaching and high professional standards.

6) To acquaint the teachers with the logistics of the school.

**Unit-1**  **Principles of School Organization**

1.1 Meaning and scope of school organization.

1.2 Importance and advantages of school organization.

1.3 Fundamental principles of school organization

**Unit-2**  **Modern concept of administration and supervision**

2.1 Meaning, definition and needs of school administration.

2.2 Types of administration

2.3 Authoritative concepts of school administration

2.4 Democratic concept of school organization

2.5 Basic principles of school administration

2.6 Meaning, definition and kinds of supervision

2.7 Components and purpose of supervision
2.8 Supervisory role of headmaster
2.9 A design for effective supervision of instruction

**Unit-3 Human Relations and human resources**
3.1 Concept of human relations
3.2 Importance and role of human relationship
3.3 Qualities of a good teacher
3.4 Coordination and understanding between
   3.4.1 Principal – Teacher
   3.4.2 Teacher – Students
   3.4.3 Teacher – Teacher
   3.4.4 Teacher – Community

**Unit-4 School Discipline**
4.1 Meaning, Definitions and purpose of school discipline
4.2 Factors influencing school discipline
4.3 Old and modern concept of school discipline
4.4 Modern concept of school discipline
4.5 Reward/punishment, Types and its effects on discipline

**Unit-5 Classroom and its managements**
5.1 The class and its historical development
5.2 Advantages and disadvantages of classification
5.3 Need and basis of classification
5.4 Modern concepts of students classification
5.5 Physical aspect of classroom and its effect on discipline

**Unit-6 Organizational structure of the school system.**
6.1 Organization of school system at different levels
   6.1.1 Federal level
   6.1.2 Provincial level (KPK)
   6.1.3 District level
6.2 Administrative educational agencies
6.3 Terms and conditions for teacher employment
6.4 Schedule of examination

Unit-7 Organization of co-curricular activities
7.1 Definition of co-curricular activities
7.2 Scope and value of co-curricular activities
7.3 Basic principles of organizing co-curricular activities
7.4 Type of co-curricular activities
7.5 The purpose of school excursion and its planning

Unit-8 Organization of physical facilities
8.1 Concept of physical facilities
8.2 Types of physical facilities their functions and organization
8.2.1 School building
8.2.2 Hostel
8.2.3 Cafeteria
8.2.4 Health services
8.2.5 Transportation
8.3 Learning resources, their functions and management
8.3.1 Library
8.3.2 Audio-visual aids
8.3.3 Resource person
8.3.4 Science and language laboratories

Unit-9 School Records
9.1 Need for school records
9.2 Guidelines for proper maintenance of school record
9.3 Study of important school record
9.3.1 School calendar
9.3.2 Log book
9.3.3 Admission and school leaving certificate
9.3.4 Pupil’s record
9.3.5 Fee collection register
9.3.6 Service books of staff

**Unit-10 Timetable**

10.1 Introduction and values of school timetable
10.2 Factors affecting the construction of school timetable.
10.2.1 Importance and difficulty of subjects
10.2.2 Fatigue
10.2.3 The staff, equipment and building
10.3 Qualities of a good timetable
10.4 Preparation of timetable in a given situation

**Required Reading:**

Additional Readings:

- Johnson, W.F. “Administration and Supervision of the High School Boston, USA: Ginn.
Functional English (Total Marks: 50)

Objectives:
At the completion of the course, the students are expected to be able to:
1. Listen to spoken English and demonstrate comprehension.
2. Speak fluently, effectively and with clarity.
3. Read with correct pronunciation and intonation.
4. Read with comprehension.
5. Communicate effectively in written English with special emphasis on Grammar, Vocabulary and expression.

Course outline:
Unit 1. Essentials of English Grammar.
1.1 Eight Parts of speech: Nouns, Adjective, Verb, Adverb, Pronoun, Conjunction, Proposition and Interjection.
1.2 Use of Nouns, Verbs, Adjectives and Adverbs.
1.3 Types of sentences (Simple, Compound, Complex, Mixed), Kinds of Sentences (Declarative, Interrogative, Imperative, Exclamatory)
1.4 Agreement of the Verb with Subject in Number and Person
1.5 Change of Sentences into Negative and Interrogatives
1.6 Change of Voice.
1.7 Change of Narration.

Unit 2. Language Functions and Skill.
2.1 Use of present, past, and future tenses
2.2 Use of dialogue in different situations
2.3 Typical English expressions.
Unit 3. Vocabulary Building.

3.1 Using pair of words:
1. Affect-Effect
2. Brake-Break
3. Foul-Fowl
4. Loose-Lose
5. Pray-Prey
6. Reign-Rein
7. Adapt-Adopt
8. Accept-Except
9. Allusion-Illusion
10. Aural-Oral
11. Beat-Beet
12. Bridal-Bridle
13. Cast-Caste
14. Corps-Corpse
15. Eligible-Illigible
16. Credible-Creditable
17. Die-Dye
18. Fair-Fare
19.Feat-Feet

3.2 Using idiomatic phrases.
1. Beat about
2. Beat down
3. Break Down
4. Break into
5. Bring on
6. Bring out
7. Call at
8. Call out
9. Look up to
10. Look down upon
11. Bird’s eye view
12. Beat about the bush
13. At large
14. Dead letter
15. End in smoke
16. Get into hot water
17. French leave
18. Burn the candle at both ends
19. Burn one’s boats
20. A-B-C

3.3. Using proverbs.
1. To blow one’s own trumpet
2. Big boast, little roast
3. Blood is thicker than water
4. A figure among ciphers
5. Charity begins at home
6. Two of a trade, seldom agree
7. Occupation is the salt of life
8. While there is life, there is hope
9. Man proposes, God disposes
10. To build castles in the air
11. A burnt child, dreads the fire
12. A friend in need is a friend indeed
13. It is never too late to mend
14. Cleanliness is next to Godliness
15. A word to the wise
16. Pride hath a fall
17. Death keeps no calendar
18. Ill got; ill spent
19. Gone is the goose that laid golden egg
20. Honey is not for the ass’s mouth.

Unit 4. Creative writing.
  4.1 Writing letters, applications and invitation
  4.2 Writing descriptive paragraph
  4.3 Writing an essay

Unit 5. Reading comprehension.
Summarizing the following lessons of the text.
  5.1 What a wonderful world
  5.2 Happiness
  5.3 Telling tales
  5.4 Doing the right thing
  5.5 On the move
5.6 Likes and dislikes
5.7 The world of work
5.8 Imagine
5.9 Relationship
5.10 Obsessions.
5.11 Tell me about it
5.12 Two weddings, a birth and a funeral

**Required Reading:**
Mackay, Barkman & Jordan.

Politzer. R.L.

Bruder, M.N.
(1974), Developing Communicative Competence in English as a Second Language
Pitts Burgh: University of Pitts burgh Press.

Liz & Soar. Headway: Oxford University of Press.
A teacher should be able to assess his/her students performance. It is, therefore, essential that S/He should develop the skills to measure and evaluate the students abilities.

**Objectives**

1. To enable the trainee teachers to understand the role of measurement and evaluation in teaching.
2. To enable the trainee teachers to assess the attainment of the learning objectives.
3. To develop in trainee teachers the skills of test construction.
4. To familiarize the trainee teachers with the qualities of a good measuring instrument.

**Proposed Name “Evaluation and Research”**

**Proposed Total Marks – 50**

**Unit 1: Introduction**

1.1. Evaluation
1.2. Measurement
1.3. Testing
1.4. Types of tests
1.5. Uses of tests

**Unit 2: Assessment and Learning Objectives**

2.1. Taxonomy of educational objectives.
2.2. Writing instructional objectives.
2.3. The test blue print.
2.4. Matching test items to instructional objectives.

**Unit 3: Objective type test**
3.1. Essential features
3.2. Types
3.3. Advantages and limitations
3.4. Guidelines for writing objective items.

**Unit 4: Essay type test**
4.1. Essential features
4.2. Major types
4.3. Advantages and limitations
4.4. Suggestions for writing essay items.

**Unit 5: Qualities of a good measuring instrument**
5.1. Validity
5.2. Reliability
5.3. Adequacy objectivity
5.4. Differentiability
5.5. Practicality

**Unit 6: Secondary School Examinations in Pakistan.**

**Unit 7: Introduction to research**
7.1. Definition of research
7.2. Types of research
7.3. Tools of research (Interview, observation, questionnaire etc.).
7.4. Research process.

**Unit 8: Sampling**

8.1. Definition
8.2. Types
8.3. Random sample
8.4. Non random sample

**Unit 9: Research Writing**

9.1. Introduction to writing research proposal.
9.2. Steps in report writing
9.3. Format of research (APA)

**Required Readings:**

John W. Best .................................................................
Dr. S. A. Ghaffar, Research in Education and Social Sciences, 2006.
Additional Readings:

4. Sixth Edition of APA.
5. Research in Education by John. M. Best
Teaching of English

Marks: (100)

Objectives:
At the end of course the students will be able to:

1. Know about the relationship of language and mind
2. Differentiate between the skills of listening, speaking, reading and writing.
3. Identify various devices for the purpose of listening and speaking.
4. Analyse the methods of teaching reading to the beginners.
6. Discuss modern methods of teaching English with special emphasis on Communicative Approach.
7. Explain the Inductive Approach towards Grammar teaching.
8. Plan lessons of Prose, Poetry, Composition & Grammar.
9. Elaborate all kinds of visual and audio aids with examples.
10. Write Summaries of Poems and Stories.
11. Write an essay on a given topic.

Course outline.

METHOD Marks (60)

Unit 1. Psycholinguistics:
1.1. Characteristics of Human Language
1.2. Principles of mother tongue learning
1.3. Developmental stages of language

Unit 2. Learning the Four Skills of English Language:
2.1 Skill of Listening
(i) Techniques for developing listening ability
(ii) Careful listening habits
(iii) Using Cassette-player for developing listening ability
(iv) Using Video-cassettes for effective listening

2.2 Skill of Speaking
(i) Favorable class room environment for speaking
(ii) Importance of dialogue and vocabulary building
(iii) Value of pronunciation and intonation in speaking
(iv) Language games for oral expression
(v) Accuracy and fluency in speaking

2.3 Skill of Reading
(i) The reading process
(ii) Importance of silent and loud reading
(iii) Analytic and synthetic methods of teaching reading to the beginners

2.4 Skill of Writing
(i) Techniques of good handwriting
(ii) Writing friendly letters and invitation
(iii) Writing official letters and applications
(iv) Brain storming before writing
(v) Importance of spellings in writing
(vi) Controlled, guided and free writing
(vii) Using authentic material for improving writing

Unit 3. Methods of Teaching English:
3.2. Direct Method
3.3. Structural Approach
3.4. Audio-lingual Approach
3.5. Communicative Approach
Unit 4. Teaching of Grammar.
4.1 Functional Approach towards Grammar teaching
4.2 Inductive Method and its value in Grammar teaching

Unit 5. Lesson Planning.
5.1 Importance of activities in all kinds of lessons
5.2 Value of 4 P’s format in all lessons (Preparation-Presentation-Practice-Production)
5.3 Planning structural lessons for beginners
5.4 Planning a Prose and poetry lesson
5.5 Planning a paragraph, a story and an essay
5.6 Planning a Grammar lesson

Unit 6. Use of Audio-Visual Aids in Language Learning.
Visual Aids:
Writing-Board, Flannel/Display, Board, Flash-cards Pictures and Charts, Real Objects, Models, Opaque, Slide and Filmstrip, Over-head Projector, Computer.
Audio Aids:
Radio, Cassette-player, Language Laboratory.
Audio and visual Aids:
T.V sets, Movies and V.C.Rs.
Contents

I. Summaries of ten selected poems:
2. A Nation’s Strength by R.W Emerson
3. Daffodils by William Wordsworth
4. The Miller of Dee by Alfred William
5. Stopping by Woods on a Snowy Evening by Robert Frost
6. Planting a Tree by Henry Ebby
7. Drive the Nail Aright by Anonymous poet
8. Casabianca by Mrs. Hemans
9. Written in March by William Wordsworth
10. There is a Good Time Coming by Charles Mackay

II. Summaries or Short Questions from four selected famous stories from:
“Classic Stories from Around the World”:
1. “Blue Beard” by Charles Perranlt. (France).

III. Grammar:
Idioms and Phrases, Pair of words, Sequence of Tenses, Change of Narration, Change of Voice, Writing a Paragraph, Story or Composition/Essay on a given topic
Required Reading:
Sheikh, N.A
3. Practical English Grammar.
4. Classic Stories from around the world.

Additional Reading:
Muhammad T.
Greene & Petty.
Haycraft, J.

5. Teacher Education Department:
TECHING OF LANGUAGES

I. Urdu

II. Pushto

III. Arabic
**METHODS OF TEACHING URDU**

Total Marks: 100  
Methodology: 60 Marks  
Content: 40 Marks

**Aims and Objectives:**

At the completion of the course the students would be able to:

1- Use simple Urdu language and express themselves in simple and easy Urdu.
2- Speak and communicate in functional Urdu language.
3- Read and write in simple Urdu about different subjects.
4- Write and explain the different forms of literature with emphasis on letter writing and applications.
5- Get trained in speaking and listening skills with special emphasis on electronic and print media.

**Methodology**

1- Importance of language with reference to its use in social life and its special use through media.
2- The status of Urdu language in Pakistan.
3- The place of Urdu as a medium of instruction.
4- The principles of teaching Urdu.
5- Linguistic development.
   (i) The elements and methods of teaching speaking. Importance of pronunciation and its exercise.
   (ii) The elements and methods of teaching reading. Importance of punctuation and its practical exercise.
   (iii) The elements and methods of teaching writing. The importance of dictation and its exercise.
6- The use of Audio-Visual Aids and their use in the teaching of Urdu.
7- The importance of vocabulary, exercise of passive and active vocabulary.
9- Teaching of Grammar, the need, importance and methods of teaching Grammar.
10- Lesson plans of prose, poems, story, essay and grammar.

**Content**

Proposed amendments addition/deletion in the new B.Ed. course
Teaching of Urdu (Elective Methodology Course of 100 Marks
at B.Ed. level)

Proposed Course

(تدریس اردو (بجاتیے))

(B.Ed. Methods)

حصاول: 60 تیر
حضردم: 40 تیر
کل تیر: 100 تیر

م埼ادر

1. تدریس اردو کی چمک کی احادیث کے بارے میں جانکن
2. اردو کے تدریس مضمون اصلاح کی جا سکتے ہیں
3. تدریس اردو کی تحریری مضمون کا استعمال کی جا سکے
4. تدریس اردو کے تحریری مضمون کا استعمال کی جا سکے
5. تدریس اردو کے تحریری مضمون کا استعمال کی جا سکے

حصاول: 60 تیر

طریق تدریس

یوں تیر 1: تدریس اردو کے تحریری مضمون
1.1 تدریس اردو کی اخلاقی ضرورت
1.2 تدریس اردو کی معاشری ضرورت
1.3 تدریس اردو کی اخلاقی ضرورت
1.4 تدریس اردو کی اخلاقی ضرورت
پویش‌های 2:

پویش 2.1

پویش 2.2

پویش 2.3

پویش 2.4

پویش‌های 3:

پویش 3.1

پویش 3.2

پویش 3.3

پویش 3.4

پویش‌های 4:

روایتی راستی طبقه

روایتی راستی طبقه

روایتی راستی طبقه

روایتی راستی طبقه

روایتی راستی طبقه
METHODS OF TEACHING PUSTHO

Total Marks: 100
Methodology: 60 marks
Content: 40 marks

Aims and objectives:

At the completion of the course the students would be able to:

1- Use simple Pushto language and express themselves in simple and easy Pushto.
2- Speak and communicate in Pushto language.
3- Read and write in simple Pushto about different subjects.
4- Write and explain the different forms of literature with emphasis on letter writing and applications.
5- Get trained in speaking and listening skills with special emphasis on electronic and print media.

Methodology

Importance of language with reference to its use in social life and its special use through media.
The importance of Pushto language as a mother tongue.
Principles of teaching Pushto language.
Importance of pronunciation, punctuation and dictation in speaking,
Reading and Writing through exercise.
The Importance and use of Audio-Visual Aids in the teaching of Pushto language,
Critical appreciation of methods of teaching. The importance of passive and active vocabulary.
The need, importance and teaching methods of composition (essays, letters and application writing).
The need, importance and teaching methods of Grammar.
Lesson plans for prose, poetry, grammar, composition & story.

Content

The study of Prescribed Text book for 9th & 10th Classes, Text Book Board/Peshawar.
B.Ed. Methods

- B.Ed. 6th Edition
- B.Ed. 7th Edition
- B.Ed. 8th Edition
Methodology, Marks: 60
Content: Marks: 40

1. عربی-
2. عربی-
3. عربی-
4. عربی-
5. عربی-
6. عربی-
7. عربی-
8. عربی-

اسکچ

کلکتیو کے چپ 50 اساتذ

1. عربی-
2. عربی-
3. عربی-
4. عربی-
5. عربی-
6. عربی-
7. عربی-
8. عربی-
Teaching of Physical Sciences.
(Teaching Methods)

Objectives:
1. To enable the Prospective teachers to have a firm understanding of the nature of Science and its role in the life of individual and Society.
2. To equip the teachers with the modes of thought and the techniques of inquiry that characterise modern Physical and Biological, Science.
3. To be able to develop among their pupils the skills of learning by activity.
4. To learn and to be able to teach Science through guided discovery and related approaches.
5. To learn and be able to use a variety of professional skills which can make the learning of Science interesting and engender a lifelong commitment to learning and teaching.
6. To be able to diagnose learning difficulties of the children and to apply measures to remove learning difficulties.
7. To be able to evaluate students performance and keep records of their progress.

Course Outline

Methods  
Marks 60

Unit-1 The Nature of Science.
1.1 The nature of Science (laws, facts, theories).
1.2 Physical Sciences and Biological Sciences.
1.3 Limitations of Science.

Unit-2 Objectives.
2.1 Goals, aims, and objectives of teaching Science.
2.2 Taxonomy of educational objectives.
2.3 National goals of education and how Science teaching contributes to the achievement of national goals.
2.4 Instructional objectives.

Unit-3 Teaching Strategies
3.1 The lecture demonstration method.
3.2 The Discussion method.
3.3 Teaching Science through Discovery.
3.4 Inductive activity approach.
3.5 Deductive activity approach

Unit-4 Instructional Planning
4.1 Lesson plan, short and long form of a lesson plan.
4.2 Steps of a lesson plan.
4.3 How to write daily lesson plan in Physical sciences.

Unit-5 Use of Audio-Visual Aids
5.1 Purpose and use of A. V. Aids.
5.2 Classification of A.V. Aids.
5.3 How to use A.V. Aids effectively in Science class.

Unit-6 EVALUATION
6.1 Objective type tests
6.2 Essay type tests.
6.3 How to write objective type test items.
6.4 Type to Evaluation.
Unit-1 Scalars and Vectors
1.1 Representation of a Vector.
1.2 Negative of a Vector.
1.3 Addition of Vectors by head to tail.
1.4 Subtraction of Vectors.
1.5 Trigonometry.
1.6 Resultant of Vectors.

Unit-2 Force and Motion
2.1 Newton's laws of motion.
2.2 Mass and weight.
2.3 Momentum.
2.4 Law of conservation of Momentum.
2.5 Friction.

Unit 3 Reflection and Refraction of Light
3.1 Reflection and formation of images by a Concave mirror.
3.2 Reflection and formation of images by a Convex mirror.
3.3 Refraction of light through Prism.
3.4 Refraction through converging and diverging lenses.

Unit-4 Atomic Structure
4.1 Fundamental particles of Atom.
4.2 Evidences for the existence of electric proton and Neutron.
4.3 Bohr's model of Atom and its application.
4.4 Ionization of energy.
Unit-5  Chemical Bonding
5.1 Chemical bonds.
5.2 Ionic bond.
5.3 Covalent bond (Single and double).
5.4 Co-ordinate covalent bond with examples.

Unit--6 Laboratory Preparation and Properties of the following
a  Hydrogen gas.
b  Carbon dioxide gas.
c  Nitrogen gas.
d  Oxygen gas.
e  Chlorine gas.
f  Hydrochloric Acid,
g  Sulfuric Acid.

Required Readings:
Peterson, R., Bowyer, I., Butts., D. & Bybee, R,
(1984) Science and Society, Columbus (Ohio),
Charles E, Merrill.

Houston, J.G.
(1970), Principles of Objective Testing in

UNESCO:
UNESCO Press.

UNESCO:
New Trends in School Science equipment, Paris:
UNESCO Press.


**Additional Readings:**


TEACHING OF BIOLOGICAL SCIENCES
(Teaching Methods)

Total Marks 100
Teaching Method 60
Content 40

Objectively:
1. To enable the student to analyse and appreciate the role and value of teaching of Biology.
2. To enable the student to discuss the emerging trends and development in teaching of Biological Sciences.
3. To enable the student to interpret the concepts of integration in Biological Sciences.
4. To be aware of the variety of techniques used in teaching of Biology.
5. To enable the students to assess the outcome of learning in Biological Sciences.
6. To enable the trainees to guide, direct and supervise students in various activities,
7. To enable students to prepare and use a variety of instructional material in the classroom.
8. To develop the teacher's competence and confidence to lead effective teaching.

Course Outline

Method;
Unit I. Introduction;
1.1 Biological Sciences and its importance at the Secondary level.
1.2 Historical development of teaching of Biology.
Unit 2. Identification of Instructional Objectives:
2.1. Long range objectives and short range objectives.
2.2. Acquisition of information.
2.3. Scientific method of thinking.
2.4. Induction and application of principles.
2.5. Attitude formation.
2.6. Subject matter objectives.

Unit 3. Methods of Presentation:
3.1. Demonstration and Discussion.
3.2. Laboratory method.
3.3. Problem Solving.
3.4. Project
3.5. Programme learning.

Unit 4. Instructional Techniques:
4.1 Class discussion,
4.2. Group work.
4.3. Field work.
4.4. Projects,
4.5. Home'work assignment.
4.6. Investigation.

Unit 5. Evaluation:
5.1. Basis of Evaluation,
5.2. Kinds of Tests.
5.3. Kinds of Achievement test.
   i. Objective type test ii. Essay type test
5.4. Merits and demerits of these tests.
5.5. Qualities of good test,
Unit 6. Lesson Planning:

6.1. Objectives of planning a lesson,


6.3. Unit plan.

Unit 7. Audio Visual Resources for Science Teaching

7.1 Preparation and use of visual aids display & its use.
   a. Chart.
   b. Model & Display.
   c. Over head Projection.
   d. Film Strips Slides.
   e. Microscope.
   g. Chalk Board.

7.2 Biological faire & Science Museum.

7.3 Laboratory.

Content: 40 marks

1. Introduction to Biology.
2. Origin and Organization of Biology
3. Diversity of life.
4. Life processes in living Organisms.
5. Reproduction and Development.
7. Micro Organism.
8. Respiration and Excretion.
**Required Readings:**
Abdul Ghafoor Malik: Teaching Science.

**Additional Readings:**
The subject of Mathematics is a core subject from class-I to X and this subject has a deep impact on the understanding and the concept classification of science subjects. The teaching of Mathematics is in the process of radical changes, and innovations are being introduced all over the world. The Secondary school Mathematics curriculum of Pakistan has recently been revised. An early survey shows that our schools are short of Mathematic teachers, this course will help in overcoming the shortage.

Pre-requisites:
Those B.Ed students can opt for the subject of Mathematics who have studied it at Matric/Intermediate level.

Objectives:
At the end of the course the students will:
1. Be familiar with the nature, history and development of Secondary school Mathematics in Pakistan.
2. Appreciate the contribution of Muslims, Hindus and other Mathematicians.
3. Acquire the skills and competence required for the teaching of Mathematics at Secondary level.
4. Be able to develop, review and evaluate the Secondary schools Mathematics Curriculum.
5. Be aware of techniques and strategies of teaching mathematics at Secondary school level.
6. Have an effective understanding of concepts and overcome misconceptions in secondary school.
7. Be able to make competent assessments of pupils achievements in mathematics.

**COURSE OUTLINE: (METHODS)**

**Unit 1. Aims and Objectives of Teaching Mathematics**
1.1 Aims of Teaching Mathematics.
1.2 Objectives of teaching mathematics with special reference to Blooms Taxonomy of educational objectives.
1.3 The relation of Mathematics with other subjects.

**Unit 2. History of Mathematics.**

Historical review of development of Maths education.
Contribution of Muslim Mathematicians.
Contribution of Hindus and other Mathematicians.

**Unit 3. Curriculum in Mathematics**
3.1 Curriculum development in Maths for Secondary classes in Pakistan.
3.2 Textbook—Its importance; qualities of a good text book.

**Unit 4. Methods of teaching Mathematics**
4.1 Analytical and Synthetic, Inductive and Deductive, Heuristic, Laboratory and Project methods.

**Unit 5. Teaching Aids and Mathematics Laboratory.**
5.1 Importance of teaching aids.
5.2 Different types of teaching aids to be used in the teaching of Mathematics.

5.3 Importance of Mathematics Laboratory and its development.

5.4 Suggestions for effective use of Mathematics laboratory/teaching aids.

5.5 Computer as a teaching aid.

Unit 6. Techniques of teaching Mathematics.

6.1 Difference between a technique and a method of Teaching.

6.2 Different techniques of teaching to be adopted in the teaching of Mathematics

   i. Oral work i.e questions in the Classroom and group discussion/group work etc.

   ii. Drill in Mathematics.

   iii. Homework, and assignments, Their importance and evaluation.

Unit 7. Lesson plans in the teaching of Mathematics.

   Introduction,

   Qualities of a good lesson plan.

   Components of a lesson plan,

   Model lesson plans:

   (a) Algebra (b) Geometry (c) Trigonometry

Unit 8. Measurement & Evaluation in Mathematics

8.1 Difference between measurement and evaluation.

8.2 What is a Test and its types?

8.3 Importance of testing, measuring and evaluation.

8.4 Qualities of a good test.
**Required Reading:**

Sidhu, K.S.


Kumar, S.


**Additional Reading:**

Souvinery, R.J.

Learning to Teaching Mathematics,

Melbourne: Merrill.

Creer, B. & Mulhern, G.

CONTENTS

(Taken from S.S.C Mathematics of Punjab Text Book Board Lahore)

1. Fundamental properties of Union and Intersection of sets; De-Morgan's Laws; Cartesian plane; Binary Relation; Function.

2. Factorization of algebraic expressions; H.C.F and L.C.M; Square root of algebraic expressions,

3. Solution of simultaneous linear equations in two variables; solution of quadratic equation in one variable; Problems involving these equations.

4. Trigonometric ratios and trigonometric identities; solution of an right angled triangle; to find unknown height or distance,

5. Frequency distribution; Measures of Central tendency (i.e Mean, Median and Mode); Measures of dispersion (Range, Variance, Standard Deviation for ungrouped data).

6. Theorems on Congruency of triangles; parallel lines; Pythagoras theorem and theorems on circles. Construction of inscribed circumscribed and ascribed circles; Direct and transverse common tangents.
FOUNDATIONS OF EDUCATION
(Elective Subject) (100 Marks)

Objectives
At the completion of the course the students will be able to explain:
1. How do general Philosophy and Philosophy of education relate to one another?
2. How do Philosophers conceptions, of human nature influence their view of education?
3. How do philosophers of education treat the ethical or value dimension of education?
4. How does educational Philosophy affect every day school practice?
5. What Philosophy of education lies behind current proposals for educational reform?
6. What are the implications for classroom teaching regarding the following theories of education:
   * Perennialism, Essentialism, Pragmatism.
   * Progressivism and Social Reconstruction?
7. Why should teachers study the History and Philosophy of Education?
8. How have the leading educators in the Muslim World and Europe contributed through the ages?

Course Outline:

1. Philosophy of Education
   1.1 Definition and meaning of Philosophy.
   1.2 Definition and meaning of Education.
   1.3 Relationship between Philosophy and Education.
   1.4 Scope of Philosophy of Education.
1.5 Aims of education in Global Perspectives.
1.6 Aims of education in Muslim Society.

2. Foundations of Education
2.1 Philosophical foundation.
2.2 Sociological Foundation.
2.3 Religious Foundation.
2.4 Psychological Foundation.
2.5 Ideological Foundation.

3. Some important Western Philosophers and their contribution to Education:
3.1 Plato.
3.2 Aristotle.
3.3 Rousseau.

4. Muslim Philosophers and their contribution to Education:
4.1 Ibn-e-Khaldoon.
4.2 Imam Ghazali.
4.3 Allamalqbal.

5. Education and State
5.1 Relationship between state & Education.
5.2 Responsibilities of the state in educating the public.

6. Quranic philosophy of Education.
6.1 Development of Education.
6.2 Emphasis on Education.
6.3 Stress on acquisition of knowledge and its various aspects.
7. Hadith
   1. Impacts of Hadith on Educational development.
   2. Sources of Education, their importance and methods.
   3. Aspects of knowledge underlined in Hadith.
   4. Prophet (SAW) as a model for learning.

**Required Reading:**


**Additional Reading:**


Computer Education – I (B.Ed.) Marks 100

Objectives:
The successful completion of this course will enable the students to understand the fundamentals of computer. Insha-Allah they will be able to:

1. Discuss computer, history and types of computer
2. Explore and use the functioning of the computer and its peripherals
3. Develop and apply skill in file management.
4. Make hands-on use of computer, windows, word processing and spread sheet programmes.
5. Develop and apply skills in the use of internet technology with a special focus on E-mail and World Wide Web.
6. Develop and apply skill in the use of online database in the field of education.

1. Introduction to computer and operating system:
   1.1. Definition and block diagram of computer
   1.2. History, generations and types of computer
   1.3. Applications of computer
   1.4. Classification of digital computer
   1.5. Hardware and software
   1.6. Types of software
   1.7. Translators (compiler/interpreter/assembler)
   1.8. Introduction to different types of number system
   1.9. Inter conversion of Binary, Octal, Decimal and Hexa-decimal number systems
   1.10. Definition, functions and types of operating system
   1.11. Graphical user interface (GUI)
   1.12. Windows basics (cut, copy paste)
1.13. Creating deleting folders
1.14. Familiarizing with windows icons
1.15. Use of start menu
1.16. Managing files and folder using my computer

2. **Word Processing**

Tool: MS Word

**Contents**

2.1. Word processing and its need
2.2. Document operations
   2.2.1. Starting a new document
   2.2.2. Correcting/Editing the document
   2.2.3. Saving the document
   2.2.4. Spell check the document
   2.2.5. Word count
   2.2.6. Previewing and printing the document
   2.2.7. Working in multiple documents
2.3. Use of office clipboard
2.4. Formatting the text
   2.4.1. Changing the font type/size
   2.4.2. Underline the bold operation
   2.4.3. Changing the text and background colours
   2.4.4. Applying borders and shading
2.5. Insertion operations
   2.5.1. Inserting pictures
   2.5.2. Referencing
   2.5.3. Breaks
   2.5.4. Page numbers
   2.5.5. Drawings
2.5.6. Comments

2.6. Drawing tables
   2.6.1. Inserting cells, columns and rows
   2.6.2. Splitting and merging of cells
   2.6.3. Splitting of tables
   2.6.4. Sorting of data in tables

2.7. Use of text alignment, indenting and managing line and character spacing
2.8. Use of bullets and numbering
2.9. Use of header and footer in the document
2.10. Use of page setup including page margin, size, paper source and layout.

3. Spreadsheets
   Tool: MS Excel
   Contents:
   3.1. Spreadsheets and its applications
   3.2. Layout of worksheet
   3.3. Starting a new worksheet
   3.4. Opening, saving, editing and printing the worksheet
   3.5. Inserting and deleting rows and columns
   3.6. Entering series
   3.7. Formulas
      3.7.1. Creating formulas
      3.7.2. Mathematical, exponentiation and percentage operators
      3.7.3. Copying formulas
      3.7.4. Relative references
      3.7.5. Absolute reference
      3.7.6. What-if Analysis
3.8. Functions
   3.8.1. Statistical (Mean, Median, Mode, Geometric Mean, Harmonic Mean, Maximum and Minimum Value, Standard Deviation)
   3.8.2. Mathematical (Sine, Cosine, Tangent, Sum, Absolute, Exponent, Factorial, Power, Rounding and Truncation)
3.9. Charting the Data
   3.9.1. Inserting a chart
   3.9.2. Chart types (Area, Bar, Column, Line and Pie)
   3.9.3. Printing a chart

4. Internet
   4.1. Internet Browser
   4.2. Send/Receive E-mail to single user/Multiple users
   4.3. Attach files with e-mail
   4.4. Browsing internet
   4.5. Proper use of search engines

Recommended Books:
3.5. Textbook of Computer Studies for Class IX and X, Published by N.W.F.P. Textbook Board Peshawar.

**SCHEME OF EXAMINATION:**

Paper Time: 3 Hours
Total marks: 100
Theory: 50
Practical: 50
MODERN APPROACHES TO TEACHING
(Elective Subject)

Objectives (100)

At the end of this course it is expected that students will be able to:

1. Differentiate the nature and meaning of Teaching and Instruction.
2. Interpret the basic process of learning.
3. Discuss the role of communication in effective teaching.
4. Develop insight in the problems of instruction.
5. Select and use from the various strategies of Instruction and instructional materials.

COURSE OUTLINE:

Unit 1. Teaching and Instruction
   1.1. Meaning.
   1.2. Need.
   1.3. Objectives.

Unit 2. Basic Process of Learning
   2.1. What is involved in learning.
   2.2. What is to be learned in School.
   2.3. Development and learning.

Unit 3. Process of Learning
   3.1. How pupils learn.
   3.2. Piaget's theory of Cognitive development.
   3.3. Gagne's learning Hierarchies.
   3.4. Ausubel's theory of learning.

Unit 4. Effective Teaching and Communication
   4.1. Elements of classroom communication.
   4.2. Barriers to classroom communication.
Unit 5. Taxonomy of Educational Objectives
   5.1. Major domains of Bloom's Taxonomy.
   5.2. Cognitive Domain.
   5.3. Affective Domain.
   5.4. Psychomotor Domain.

Unit 6. Various Strategies for Instruction
   6.1. Lecture method.
   6.2. Discussion method.
   6.3. Observation/Field Trip.
   6.4. Project method.
   6.4. Problem-solving approach.
   6.4. Discovery learning.

Unit 7. Elements of Teaching and Instruction
   7.1. Planning.
   7.2. Preparation.
   7.3. Presentation.
   7.4. Evaluation.

Unit 8. Teacher and Problems of Instruction
   8.1. Readiness.
   8.2. Motivation.
   8.3. Individualized Instruction.
   8.4. Student grouping.
   8.5. Exceptional children.
   8.6. Diagnosis and Remediation.
   8.7. Student Discipline.
Unit 9. Models of Teaching
9.1. Group investigation.
9.3. Adapting to individual differences.
9.4. Learning from presentation.

Unit 10. Instructional Materials
10.1. Displaying material: bulletin board, chalk board, magnetic board, flannel board.
10.2. Graphic material: graphs, charts and diagrams, cartoons posters, maps and globes, photography and still pictures.
10.3. Audio material: radio, tape recorder, telephone.
10.4. Motion Pictures: Television, cinema, VCR/VCP.

Required Reading:

Dunne, E. & Neville, B.


Joyce, B. & Marsha, W.


Additional Reading:
Cortis, G.


Frymier, J.R.

Teaching Skill Development (Teaching Practice) Marks 200

Introduction
Teaching practice is a very important component of teachers training programme. The trainees are made familiar with various methods of teaching and with the techniques of class management. Moreover, the talent of the individual trainees is developed for mastering teaching skills. The trainees also learn about the planning and presentation of lessons and the effective use of Audio - Visual aids for making their teaching interesting.

A. Internal Assessment: (Short Term Practice) Marks 50

Every candidate will have to present four lessons for two subjects under the guidance of the supervisor. Students will plan lessons and will present them in the real class-room situation. The division of marks will be 25 for each subject. The total marks of Internal Assessment will be 50.

B. Combined Assessment. (Long Term practice) Marks 100

The long term practice of teaching will be for a month of more. The students will have to plan lessons between 50-70 The students will be supervised by the concerned teacher of the school as well as by the supervisor from I.E.R. Marks will be awarded jointly by the supervisor and the concerned teacher / Mentor of the school. The total marks for long term practice will be 100.
C. Assessment of Final Lessons (Examination) Marks 100

Every candidate will have to appear for two final lessons at completion of long term Practice of Teaching. They will evaluated by a team of examiners. They will be award marks out of 50.
Pakistan, an ideological state, came into existence as a result of struggle of Muslims of South Asia to establish a separate homeland comprising of states/provinces where Muslims were in majority. Pakistan study is a multi disciplinary subject comprising of history, geography, politics, sociology and economics. A comprehensive knowledge of the subject matter will not only enhance mastery of the subject but will also facilitate its delivery.

**Objectives:**
After completing this course the trainees will be able:

1. To explain the concept of Pakistan ideology.
2. To analyse various phases of the Pakistan movement leading to the achievement of Pakistan.
3. To discuss the value and importance of Pakistan studies in the practical life of students.
4. To describe the natural & Human resources of Pakistan. Such as high mountains, mighty rivers, sea costs, fertile land and minerals. Honest workers.
5. To present the lessons effectively before the students.

**Part – I Content (60 Marks)**

**Unit 1.** Objectives of teaching Pakistan Studies

**Unit 2.** Curriculum of Pakistan Studies

**Unit 3.** Teaching methods of Pak: studies.

**Unit 4.** Teaching techniques

**Unit 5.** Instructional Aids in the teaching of Pak: studies.

**Unit 6.** Lesson Planning
Unit 7. Pakistan studies teacher & his class-room.
Unit 8. Evaluation of learning outcomes of Pak: studies.

Part – II Content (40 Marks)
Unit 1. Pakistan Movement
  1.1. Advent and spread of Islam in South Asia
  1.2. Reformation movements
      1.2.1. Sheikh Ahmad Sirhindi
      1.2.2. Shah Waliullah
      1.2.3. Syed Ahmad Shaheed
  1.3. The Independence war 1857 and the role of Sir Syed Ahmad Khan
  1.4. Foundation of Muslim League
  1.5. Khilafat Movement
  1.6. Allama Iqbal and the concept of Pakistan
  1.7. Pakistan Resolution.

Unit 2. Diverse Problems faced by Pakistan
  2.1. Kashmir
  2.2. Early constitutional making problems
  2.3. Economic problems of Pakistan
  2.4. Agricultural problems of Pakistan
  2.5. Illiteracy
  2.6. Un-employment
  2.7. Political instability / failure of democracy in Pakistan.

Unit 3. Our land and constitutions.
  3.1. Location of Pakistan with special reference to KPK.
  3.2. Physical features and climate of Pakistan
  3.3. The objective resolution
3.4. Salient features of various constitutions.
3.5. Islamization in Pakistan.

Unit 4. Pakistan in the community of Nations.
4.1. The determinants of Pakistan’s Foreign policy
4.2. The role of Pakistan in uniting the Islamic world
4.3. Pakistan’s role in United nations Organization (UNO)
4.4. ECO and Pakistan.
4.5. SAARC.

Required Readings:
Ikram, S. A Modern Muslim India & the Birth of Pakistan.
Qadri, S.H. Creation of Pakistan.

Additional Readings:
Rafi-ullha Shahab. Fifty years of Pakistan.
Aslam, M.D. Teaching of Pakistan Studies.
Wesley: Teaching of Social Studies in High School.