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B.Ed. Annual

Total Marks: 900

I- Core Courses

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4.	Islamic Studies	100	14
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7.	Evaluation Techniques	50	29
8.	Teaching of English	100	33
9.	Foundation of Education	100	61

Optional Courses(Must Select One)

10.	Teaching of Pakistan Studies	100	74
11.	Teaching of Biological Science	100	52
12.	Teaching of Urdu	100	40
13.	Teaching of Mathematics	100	56

II. Method of Teaching

Total Marks: 200

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:

Page No.

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 Urdu39
- iii. Teaching of Mathematics.

SCIENCE GROUP:

The Science group students will also choose one from the following:

- i. Teaching of Biological Sciences.....52
- ii. Teaching of Mathematics.....56

Result.pk

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.

Result.pk

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:

- 4.1. Educational conference 1947.
- 4.2. Sharif Commission 1959-60
- 4.3. The education policy (1972 – 80)
- 4.4. New education policy (1979)
- 4.5. New education Policy (1998 – 2010)
- 4.6. Education Policy (2009)

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:

1. Ghazali, I The Renaissance of Islam. (English Version)
2. Iqbal, M. Reconstruction of Religions thought in Islam.

3. National Education Policies:
 - i. 1972 – 1979
 - ii. 1998 – 2010
4. Khalid, Tanver: 1990. Education: an introduction to educational philosophy and history.
5. Dr. S. A. Ghaffar, History of Education, 2007.
6. Dr. S. A. Ghaffar, Higher Education, 2007.

Additional Readings:

Frier, P (1970). Pedagogy of the Oppressed.

What we consume Part 10.1 and Teachers Hand Book (1990), W.W.F. and Richmond Publishing Co.

An Introduction to the Foundations of Education, Third Edition Ornstein / Levine (1984), USA.

Result.pk

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

Unit4. 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:

- 1 -Farooq, R.A(1994) Educational Planning and Management in Education System in Pakistan: Issues and Problems, Islamabad: Asia Society.
- 2-Pincent, A. (1969) Principles of Teaching Methods, London: George G. Harrap & Co.
- 3-Taba, H. (1962) Curriculum Development: Theory and Practice, NewYork: Harcourt, Brace & World.

Additional Readings:

- Lawton, D. (1976) Class, Culture and Curriculum, London: Routledge and Kegan Paul.
- Saulor.J.G, A.J. (1981), Curriculum Planning for Better Teaching and Learning, 4th edition. NewYork: Rinehart & Winston.-
- Mc Neil, J.D. (1990), Curriculum: A Comprehensive Introduction, 4th edition. Los Angeles: Harpar Collins.
- Murray P. (1993), Curriculum Development and Design (5th edition) Malaysia: Allen & Unpin.

5. Government of Pakistan (1995). Curriculum Document, Primary Education Class K-V. Integrated and subject based. Islamabad: National Bureau of Curricula & Text Books, Ministry of Education.

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 teachers 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.
- 4.4 Measurement 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 disadvantage 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.
- 6.4. Managing conflict and problem behaviour.
- 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:

- 1. Hurlock, E.B. (1970) Child Development
- 2. Lindgrin, H.C. (1969) Educational Psychology in the Classroom.

Additional Readings:

- 1. Alvi. A.H. (1972) Taleemi Nafsiyat, Lahore Sheikh Ghulam Ali.
- 2. Cheema. A.D. (1982) Lahore Taleemi Nafsiyat
- 3. Crow, L.D. and Crow. A. D. (1958) Human Development and Learning New York American Book.

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-Ikhlās

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 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:

Ahamd Hasan, (1993), “*Principles of Islamic Jurisprudence*” Islamic Research Institute: Islamabad: Pakistan, International Islamic University.

Mareful-Quran Shafi Muhammad Mufti Dar ul-uloom Karachi.

Bhatia, H. S. (1989) “*Studies in Islamic Law, Religion and Society*” New

Delhi: Deep & Deep Publication Dr. Muahmmad Zia-ul-Haq, (2001).

“*Introduction to Al Sharia Al Islamia*” Islamabad, Pakistan: Allama Iqbal Open University.

Hameed ullah Muhammad, “*Introduction to Islam Mulana Muhammad Yousaf Islahi,*”

Hameed ullah Muhammad, “*Muslim Conduct of State*” Islamabad, Pakistan:

Hussain Hamid Hassanm u leaf Publication.

Mir Waliullah, (1982), “*Muslim Jrisprudence and the Quranic Law of Crimes*” Islamic Book Service.

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

Marks: (50)

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 Taaif.
 - (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.

- 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

Result.pk

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:

- 1) Chamberlaine, L.M. (1966), "The teacher and school organization", New Jersey, Prentice Hall.
- 2) Kochhar S.K. "School organization", Ambala University Publishers.
- 3) Mohiuddin S. "School organization and management", Pak Publishers, Lahore (Pakistan).
- 4) Nwanko, J.I. (1982) "Educational Administration", New Delhi: Vikas Publishing.

Additional Readings:

- Farooq, R.A. (1994) Education System in Pakistan: Issues and Problems. Islamabad: Asia Society for promotion of innovation and reform in education.
- Hamilton, N.K. (1975) “New Techniques for Effective School Administration”, New York: Parker.
- Johnson, W.F. “Administration and Supervision of the High School Boston, USA: Ginn.
- Neagley, R.L. & Evans, N.Dean. (1970) Handbook for Effective Supervision of Instruction, New Jersey: Prentice-Hall.
- Orlosk, D.E. et al. (1984) “Educational Administration Today”, Columbus: Charles E, Merrill.
- Arbab Khan Afridi “School Organization”, KPK. Peshawar, Printman.

Result.pk

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-Illegible | 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.

(1979), Reading in a Second Language. Mass:Newbury, house publishers.

Politzer. R.L.

(1969), Foreign Language Learning. Engliwood Ciffs. New Jersey: prantive hall.

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.

Evaluation Techniques
(Core Course)

Marks: (50)

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

Essential features

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.

- 6.1. A critical study of secondary school certificate examinations.
- 6.2. Measures for improving secondary school certificate examination.

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:

- Airasian P.W, (1994), classroom assessment Mc. Craw Hill, N.Y, USA.
- Ebel, RL. And Fribbie, D.A., (1991), Essential of Education: Measurement, Prentice Hall, New Jersey, USA.
- Gronhund, N.E. and Linn, R. (1990) Measurement and Evaluation in Teaching, Maconillan Company, New Jersey, USA.
- John W. Best
- Dr. Rehman Mehmooda, Evaluation Techniques, 2007.
- Dr. Khan Wazim, Evaluation Techniques, 2007.
- Dr. S. A. Ghaffar, Research in Education and Social Sciences, 2006.

Additional Readings:

1. Kubiszon, T. & Borich, G. Educational testing and measurement: Classroom application and practice 3rd Edition, N.V. Collins.
2. Rizvi, A. (1973), Classroom testing, Power Book Agency, Karachi.
3. Research in Education, A conceptual Introduction, James H. McMillan Sally Schumacher, Second Edition.
4. Sixth Edition of APA.
5. Research in Education by John. M. Best
6. Educational Research by L.R. Gay.

Result.pk

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.
5. Differentiate between Letters, Invitations and Applications.
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:

- 3.1. Grammar-Translation Method.
- 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**Marks 40****I. Summaries of ten selected poems:**

1. Speak Gently by Anonymous poet.
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 Ebbby
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 Perrault. (France).
2. "The Man who Tamed a Shrew" by Juan Manual. (Spain).
3. "The Sphinx without a Secret" by Oscar Wild. (U.K).
4. "The Empty Drum" by Leo Tolstoy. (Russia).

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

(1998),: Teaching of English as a Second Language. Lahore
Caravan Book House.

2. A Text-book of English for class IX and X Peshawar Text –Book Board.
K.P.K.
3. Practical English Grammar.
4. Classic Stories from around the world.
(1994), Braken Books, London.

Additional Reading:

Muhammad T.

(1998), Modern Approaches to the Teaching of English as a
Second Language Lahore Majeed Book Depot.

Greene & Petty.

(1998): Developing language skills in the Elementary Schools,
Boston: Allyn & Bacon.

Haycraft, J.

(1983): An Introduction to English Language Teaching,
England: Essex.

5. Teacher Education Department:

B.Ed. Teaching of English, Unit: 1 to 9. Allama Iqbal Open University,
Islamabad.

TECHING OF LANGUAGES

I. Urdu

II. Pushto

III. Arabic

Result.pk

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.
- 8- Teaching of composition, exercise of simple expression, and Writing of essay. Letters and Applications.
- 9- Teaching of Grammar, the need, importance and methods of teaching Grammar.
- 10- Lesson plans of prose, poems, story, essay and grammar.

Content

The study of the prescribed Text book for 9th & 10th Classes. Text book board, Peshawar.

**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 اُردو (بی ایڈ)

(B.Ed. Methods)

حصہ اول: 60 نمبر

حصہ دوم: 40 نمبر

کل نمبر: 100

مقاصد

اس کورس کی تکمیل کے بعد طلباء اس قابل ہو جائینگے کہ وہ

- ۱- زبان کی ضرورت اہمیت کے بارے میں جان سکیں۔
- ۲- اُردو کے تدریس اصول سیکھ سکیں۔
- ۳- تدریس اُردو میں سمعی و لہجری مضامین کا استعمال سیکھ سکیں۔
- ۴- تدریس انسا اور تدریس قواعد سمجھ کر اسکا استعمال سیکھ سکیں۔
- ۵- تدریس نثر اور تدریس نظم کے طریقے سیکھ کر اسکی مشق کر سکیں۔

حصہ اول: نمبر 60

طریقہ تدریس

پونٹ نمبر 1: زبان کی ضرورت و اہمیت

- 1.1 زبان کی نفسیاتی ضرورت
- 1.2 زبان کی معاشرتی ضرورت
- 1.3 زبان کی اخلاقی و روحانی ضرورت
- 1.4 زبان کی تعلیمی اہمیت



2.4



2.1



2.2



2.3



2.4



3



3.1



3.2



3.3



3.4



4



4.1



4.1.1



4.1.2



4.1.3



4.1.4



4.2



4.2.1



4.2.2



4.2.3



4.2.4

Result.pk

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

پیش گوئی

نہجی ۶۷۷۷۷۷۷۷

نہجی ۶۶۶۶۶۶۶۶

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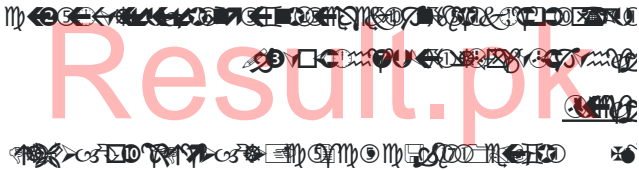


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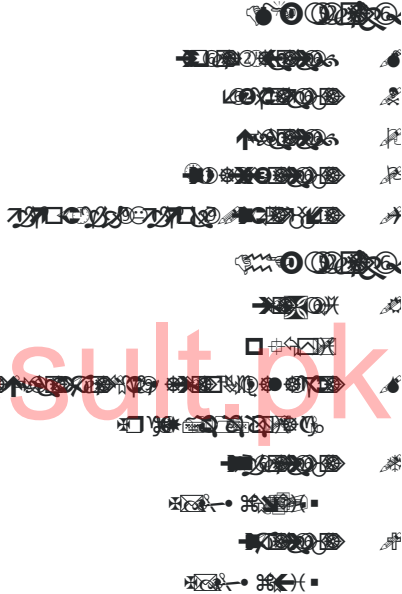
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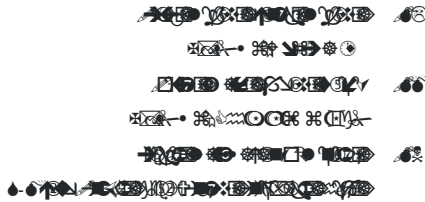
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Methodology, Marks: 60





تعمیراتی

Content: Marks: 40



Result.pk

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.

Contents**Marks 40****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. Carbondioxide 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
Physics, London: Heinemann.

UNESCO:

New Trends in Physics Teaching, Vols. I-V, Paris:
UNESCO Press.

UNESCO:

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

5. Chemistry (Class IX-X) Punjab Text book board.

6. Physics (class IX-X) Punjab Text book board.

Additional Readings:

Esler, W.K.

(1973) Teaching Elementary Science. Belmont
(California): Wadsworth.

Gega, Peter C

(1991): Concepts and Experiences in Elementary
Science, New York: Macmillan.

UNESCO:

New Trends in Chemistry Teaching, Vols. I-V, Paris:
UNESCO Press.

UNESCO;

New Trends in Biology Teaching, Vols. I-IV, Paris:
UNESCO Press.

Result.pk

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,
- 6.2. Methods 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.
 - f. Bulletin Board.
 - 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.
6. Environmental Biology.
7. Micro Organism.
8. Respiration and Excretion.

Required Readings:

Thurber, W.

(1959): Teaching of Science in today's Secondary Schools.

Richardson, J.

(1959): Science Teaching Secondary Schools.

Abdul Ghafoor Malik:

Teaching Science.

Additional Readings:

K.Bhatia and The Principles and Methods of B.D.Bahtia

(1958): Teaching.

UNESCO 1972:

Source Book for Science Teaching.

UNESCO 1972:

Teaching of Integrated Science Vol.11, 1972.

Wittich, W.

1968: Audio-visual Material. IPSET(1994):

Desired leaing Competencies in Biology. Callahan,
J.F. & Teaching in the Middle and Clar, L.H
(1982) Secondary School, Second Ed

TEACHING OF MATHEMATICS

(Teaching Method)

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.

(1989), The Teaching of Mathematics,
New Delhi: Sterling Publishers.

Kumar, S.

(1993), Teaching of Mathematics,
New Delhi: Anmol Publications,
Mazhar Hayat (1996), Mathematics,
9th & 10th Punjab Tex Book Board Lahore.

Additional Reading:

Souvinery, R.J.

Learning to Teaching Mathematics,
Melbourne: Merrill.

Creer, B. & Mulhern, G.

(1989) New Directions in Mathematics
Education. New York: Routledge.

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. Factoriaztion 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 aright 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 AllamaIqbal.

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:

Meyer, A.E:

(1975) Grandmasters of Educational Thought New York: Mc Grow-Hill, Inc.,

Khalid,T.

(1976) An Introduction to Educational Philosophy and History. Karachi National Book Foundation.

Burr & Golding

(1972): Philosophy and Contemporary Issues -New York: Macmillan.

Additional Reading:

Frost,S.E

(1953) Basic Teachings of the Great Philosophers. New York: Barnes & Noble.

Philip.G.S.'

(1970) Philosophy of Education. New York: Harper.

Phenix,H.P

(1971) Philosophies of Education. New York: John wiley & Sons.

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:

3.1. Ali, A. S. & Nudrat, A., (2000). Fundamental Concepts of Computer Systems. Peshawar: The Ayes,.

3.2. Long, L. & Long, N., (2000). Computers, (6th Ed.). Pakistan: National Book Foundation.

3.3. Parker C. S. & Morley D., (2002 Ed.) Understanding Computers Today and Tomorrow.

3.4. Mughal, I. A. (2004) Introduction to Computer Science. Peshawar: Islamia Book Agency.

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

3.6. Windows Manual.

3.7. Ms Office Manual.

SCHEME OF EXAMINATION:

Paper Time: 3 Hours

Total marks: 100

Theory: 50

Practical: 50

Result.pk

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.
- 8.8. Evaluation and Reporting.

Unit 9. Models of Teaching

- 9.1. Group investigation.
- 9.2. Jurisprudential inquiry.
- 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.

(1994) Talking and Learning in Groups. New York: Macmillan.

Joyce, B. & Marsha, W.

(1992) Models of Teaching, Boston: Allyn and Bacon.

Additional Reading:

Cortis, G.

(1977) The Social Context of Teaching, LondoOpen Books.

Frymier, J.R.

(1965) The Nature of Educational Method. Columbus: Charles E.Merrill.

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 or 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 be evaluated by a team of examiners. They will be awarded marks out of 50.

Result.pk

Humanities Group

Teaching of Pakistan Studies (Total Marks: 100)

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 coasts, 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.

Bining, D.H. Teaching of social Studies in Secondary Schools.

Additional Readings:

Rafi-ullha Shahab. Fifty years of Pakistan.

Aslam, M.D. Teaching of Pakistan Studies.

Wesley: Teaching of Social Studies in High School.