G.C.University
Faisalabad

Scheme of Studies
&
Course Outlines
(Annual Examination)

B. Ed.

Department of Education
G.C.University Faisalabad
# Scheme of Studies for Annual System

## Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory courses</strong></td>
<td><strong>Marks</strong></td>
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</tr>
<tr>
<td>BED501</td>
<td>Introduction to Education</td>
<td>100</td>
</tr>
<tr>
<td>BED502</td>
<td>English Language Communication Skills</td>
<td>100</td>
</tr>
<tr>
<td>BED503</td>
<td>Methods of Teaching</td>
<td>100</td>
</tr>
<tr>
<td>BED504</td>
<td>Introduction to Computers in Education</td>
<td>100</td>
</tr>
<tr>
<td>BED505</td>
<td>Teaching Profession and Educational Law</td>
<td>100</td>
</tr>
<tr>
<td>BED506</td>
<td>Human Development and Learning</td>
<td>100</td>
</tr>
<tr>
<td>BED507</td>
<td>Assessment in Education</td>
<td>100</td>
</tr>
<tr>
<td>BED508</td>
<td>Classroom Management</td>
<td>100</td>
</tr>
<tr>
<td>BED509</td>
<td>Curriculum Development</td>
<td>100</td>
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</tbody>
</table>

## Area Courses

A student has to take any two of the courses from science group. In arts group students have to opt two courses out of which one course ‘Teaching of English’, is compulsory.

### Science Group

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
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<tbody>
<tr>
<td>BED510</td>
<td>Teaching of Mathematics</td>
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<tr>
<td>BED511</td>
<td>Teaching of Physics</td>
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</tr>
<tr>
<td>BED512</td>
<td>Teaching of Chemistry</td>
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<tr>
<td>BED513</td>
<td>Teaching of Biology</td>
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### Arts Group

<table>
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<th>Course Title</th>
<th>Marks</th>
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<tbody>
<tr>
<td>BED514</td>
<td>Teaching of English</td>
<td>100</td>
</tr>
<tr>
<td>BED515</td>
<td>Teaching of Pakistan studies</td>
<td>100</td>
</tr>
<tr>
<td>BED516</td>
<td>Methods of Teaching Urdu</td>
<td>100</td>
</tr>
<tr>
<td>BED517</td>
<td>Teaching of General Science</td>
<td>100</td>
</tr>
<tr>
<td><strong>BED518</strong></td>
<td><strong>Practice Teaching</strong></td>
<td><strong>150</strong></td>
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<tr>
<td></td>
<td>( duration: Short term 02 weeks</td>
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### Total

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<table>
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<tr>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>1250</td>
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</tbody>
</table>
**Assessment and Examination**

The assessment and examination will be based on an external examination organized by the Controller of Examinations, GC University Faisalabad. The transcript, issued by the GC University Faisalabad, will reflect the scores of the External Examination only. The minimum attendance requirement to appear in external examination will be 75% of the total class sessions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Paper Name</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Education</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>English Language Communication Skills</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Methods of Teaching</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Computer in Education</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Teaching Profession and Educational Law</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Human Development and Learning</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Assessment in Education</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Classroom Management</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Curriculum Development</td>
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</tr>
<tr>
<td>10</td>
<td>Area Course 1</td>
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<tr>
<td>11</td>
<td>Area Course 1</td>
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<tr>
<td>12</td>
<td>Practice Teaching</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1250</td>
</tr>
</tbody>
</table>

**Practice Teaching**

The duration of the teaching practice will be 8 weeks, which will be organized in the 2nd half of the academic year. The supervisor will observe at least two full lessons per week of each of his supervisees. An ‘evaluation form’ will be filled in for each classroom observation. The class teacher in the school will play the role of a co-supervisor. The co-supervisor will be provided orientation regarding the purpose of the Practice Teaching and his responsibilities as an advising teacher. The role of the co-supervisor will be clearly defined and communicated. The co-supervisor will be required to remain present in the classroom for the whole time. The trainee teacher will prepare a lesson plan for each class meeting, which shall be signed by the supervisor and the co-supervisor at least one day in advance.

**Eligibility:**
Bachelor degree (BA/BSc, B.Com etc.) at least second division

**Maximum Age Limit:**
Maximum Age will be 26 years, however this age limit shall be applicable form the up coming session started in 2009

**Medium of Instruction:**
The medium of instruction will be English except Languages and Islamic Studies
Students shall have the option to attempt the paper in either language –English or Urdu
BED501 Introduction to Education

Objectives
After completion of the course, the students will be able to:
• understand the meanings, elements, and types of education
• analyze the foundations of education in philo-psycho-socio perspectives
• understand and evaluate the system of education in Pakistan

Contents
Part-I Meanings and Foundations of Education
1. Introduction
   1.1. Meanings of education
   1.2. Scope of education
   1.3. Types of education
      1.3.1. Formal
      1.3.2. Non-formal
      1.3.3. Informal
   1.4. Elements of Educational Process
      1.4.1. Aims
      1.4.2. Curriculum
      1.4.3. Pedagogy
      1.4.4. Evaluation

2. Foundations of Education
   2.1. Philosophical
      2.1.1. Meaning and Scope of Educational Philosophy
      2.1.2. Areas of Educational Philosophy
         2.1.2.1. Epistemology
         2.1.2.2. Ontology
         2.1.2.3. Axiology
      2.1.3. Educational Philosophies
         2.1.3.1. Perennialism
         2.1.3.2. Essentialism
         2.1.3.3. Progressivism
         2.1.3.4. Islamic
2.2. Psychological
   2.2.1. Meaning and Scope of Educational Psychology
   2.2.2. Role of Psychology in:
      2.2.2.1. Curriculum
      2.2.2.2. Pedagogy
      2.2.2.3. Evaluation

2.3. Sociological
   2.3.1. Explaining Educational Sociology: Meaning and Scope
   2.3.2. Sociological roles in education
      2.3.2.1. Conservative
      2.3.2.2. Critical
      2.3.2.3. Creative

Part-II  Education in Pakistan: Historical Perspective
3. Education in the Sub-continent: Pre-independence Reports
   3.1. Charter Act
   3.2. Lord Macaulay Report
   3.3. Wood Despatch
   3.4. William Hunter Commission Report
   3.5. Calcutta University Commission Report
   3.6. Dr. Zakir Hussain Report

4. Muslim Education Movements: Pre-Independence
   4.1. Deoband
   4.2. Aligarh
   4.3. Anjamane Himayat-e-Islam
   4.4. Nadwatul Ullema
   4.5. Jamia Millia Islamia

5. Education in Pakistan
   5.1. First Education Conference 1947
   5.2. Commission on National Education 1959
   5.3. The New Education Policy 1969-70
   5.4. The Educational Policy 1972-80
   5.5. National Educational Policy 1979
   5.6. National Education Policy 1992
   5.7. National Education Policy 1998-2010
Suggested Readings:
Objectives

After completing the course, the students will be able to:

- Develop all the four basic language skills effectively (listening, speaking, reading and writing).
- Exploit literary text for building proficiency in English language as target language.
- Use authentic material for the purpose of communication.
- Develop fluency in the use of English as a foreign language.
- Develop accuracy in the use of English as a foreign language.
- Develop linguistic and communicative competence.

Contents

1. Phonetics and Phonology
   1.1. Introduction
   1.2. Vowel sounds
   1.3. Consonant sounds
   1.4. Phonetic symbols / script
   1.5. Transcription practice

2. Listening Skills
   2.1. Global listening
   2.2. Discrete listening
   2.3. Activities based on authentic material
   2.4. Activities based on literary text

3. Speaking Skills
   3.1. Stress and intonation
   3.2. Dialogues formation and practice based on authentic material
   3.3. Dialogues formation and practice based on literary text
   3.4. Class-activities for developing speaking skills
   3.5. Short speeches
   3.6. Gap activities
   3.7. Role play
   3.8. Discussions
4. **Reading Skills**
   4.1. Reading comprehension
   4.2. By skimming
   4.3. By scanning
   4.4. Reading speed
   4.5. Faulty reading habits
   4.6. Strategies to enhance reading speed
   4.7. Activities to develop reading based on authentic material
   4.8. Activities to develop reading based on literary text

5. **Writing Skills**
   5.1. Mechanics of writing
   5.2. Stages of writing
      5.2.1. controlled
      5.2.2. guided
      5.2.3. free
   5.3. Composition
   5.4. Descriptive writing
   5.5. Narrative writing
   5.6. Expository writing
   5.7. Production based on authentic material and literary text and literary text terms

**Suggested Readings:**


BED 503       Methods of Teaching

Objectives

After completing the course, the students will:
• understand the importance of the efficient teaching methodology in the overall teaching learning process.
• appreciate the characteristics of various innovative methods of teachings.
• understand various theories of teaching.
• select/develop the model of effective teaching in local context.

Content

1. The Concept, Features, Planning and Principles of Teaching
   1.1. Concept of teaching
   1.2. Principles of teaching
   1.3. Features of teaching
   1.4. Planning of teaching

2. Introduction to Teaching Strategies
   2.1. Meaning and concept of tactics, strategies, techniques, and methods.
   2.2. Determining a strategy for instruction
   2.3. Criteria for determining strategy

3. General Methods of Teaching
   3.1. Lecture method
   3.2. Recitation method
   3.3. Discussion method
   3.4. Demonstration method
   3.5. Heuristic method
   3.6. Project method
   3.7. Activity method
   3.8. Problem solving method
   3.9. Inductive method
   3.10. Deductive method
   3.11. Drill method
   3.12. Question answer method
   3.13. Group differentiated method
4. **Innovative Methods of Teaching**
   4.1. Micro-teaching
   4.2. Simulation method
   4.3. Programmed instruction
   4.4. Computer assisted instruction
   4.5. Team-teaching
   4.6. Peer-tutoring
   4.7. Individualized instruction
   4.8. Cooperative learning
   4.9. Tele conference
   4.10. Role play/Simulations

5. **The Principles of Selection of Methods**
   5.1. Factors which determine the method to be used
   5.2. Principles of selecting appropriate method

6. **Lesson Planning**
   6.1. Introduction to lesson planning
   6.2. Approaches to lesson planning
   6.3. Types of lesson planning
   6.4. Evaluation of lesson planning

**Suggested Readings:**


BED504       Course Outline Computer in Education     NEW
       B.Ed Annual System Examination

Objectives:

At the end of this course, the students will be able to:

- Explain computer system and information technology
- Differentiate among different types of computers
- Exhibit capabilities of using computer in education
- Prepare draft, C.Vs and reports by using M.S. Word 2007
- Design classroom presentations and plan their lessons
- Use internet, e-mail and intranet for educational purposes
- Equip themselves with computer skills according to the market demands
- Develop practical capabilities required in using computers
- Produce computer literate human capital
- Apply computer in analyzing and presenting research data

Unit 1: Introduction to computer
1.1 Definition of computer & Information Technology
1.2 Information Processing Cycle
1.3 Difference between electronic and electrical devices
1.4 Difference between data and information
1.5 Characteristics of Information
1.6 Characteristics of Computer
1.7 History of Computer
1.8 Types of computer (PC, Workstation, Minicomputer, Mainframe, Super Computer)

Unit 2: Software & Hardware Basics
2.1 What are software & Hardware?
2.2 Types of software: Application Software and System Software
2.3 Operating System and Utility Programs
2.4 Features of Microsoft Windows XP
2.5 Difference between Disk Operating System (DOS) and Windows XP
2.6 Introduction to Word Processing, Spreadsheet, Presentation Program & Database
2.7 Input Devices, Output Devices, Processing Devices, Primary and Secondary Storage Devices (RAM, Registers, Cache Memory, ROM, Hard Disk, USB, CD/DVD Disk)
2.8 Data Cable, Ports, power Supply, Buses, Motherboard, Slots & System Configuration
2.9 Installing New Hardware (Printer, Scanner etc)
Unit 3: Introduction to Windows XP
3.1 Introduction to Graphical User Interface (GUI)
3.2 Shutdown & Restart Computer
3.3 Components of Windows XP (Desktop, Taskbar, Start button, Menus, Icons, My Computer, My Document, My Briefcase, Recycle Bin, Windows, Dialogue Boxes etc.)
3.4 Introduction to Accessories (Notepad, Word Pad, Calculator, Media Player etc)
Difference between copy and paste
3.5 Installing Windows and Application Software
3.6 File Management
3.7 Customize Desktop (Wallpaper, Screen Resolution, Appearance etc)

Unit 4: Basics of Microsoft Word 2007
4.1 Start M.S. Word, Minimize, Maximize and Restore M.S. Word Document
4.2 Create, Save, Close, Open & Rename M.S Word Document
4.3 Introduction to different bars (Title Bar, Status Bar, Tool Bar, Menu Bar)
4.4 Editing and Formatting of M.S Word Document
4.5 Inserting Tables, Columns, Clip Art, Word Art, Boxes, Shapes, Objects, Pictures
4.6 Zoom, Different Page Views, Line Spacing and Text Alignment, & Case Change
4.7 Copy and Pasting Text and object data, Drag & Drop, Ruler
4.8 Use of Spell Check, Dictionary and other different tools

Unit 5: Microsoft Word 2007 Advance
5.1 Navigation Techniques
5.2 Selection Techniques
5.3 Using Find & Replace, Headings, Paragraph Mark, Bullets and Numbering
5.4 Inserting Page Borders, Header & Footer, Hyperlink, Water Mark, Page Background, Comments, Bookmark
5.5 Using Indents, Creating Content List by using indents
5.6 Page Setup (Margins, Gutter, Page Orientation, Page Size etc
5.7 Widow Break up (Split), Change Case
5.8 Printing M.S. Word Document

Unit 6: Network & Internet Basics
6.1 Concept of Network and Networking, Server & Client (Node)
6.2 Types of Network, Differentiate between Internet and Intranet
6.3 Network Devices (Modem, Network Interface Card, Router, Networking Switch)
6.4 Advantages of Network
6.5 Definitions of Internet, Web Browser, Website, Webpage, File Transfer Protocol (FTP), Hypertext Transfer Protocol (HTTP)
6.6 Web Browsing and Internet Surfing
6.7 E-Mail Creation and E-mail Management
6.8 Use of Internet in Education
Unit 7: Microsoft Power Point 2007
7.1 Introduction to M.S PowerPoint
7.2 Starting, Saving, Closing & Opening PowerPoint
7.3 Identify different tools on Title Bar, Status Bar, Tool Bar
7.4 Slide Design & Layout
7.5 Editing and Formatting of M.S Power Point Slides
7.6 Navigation & Selection Techniques
7.7 Insert, copy, delete slides
7.8 Inserting text boxes, shapes, picture, clip art, movie, audio song etc on slides
7.9 Using Animation and Transition
7.10 Print hand out and notes

Unit 8: Microsoft Excel 2007
8.1 Create, Save, Close, Open & Rename Workbook
8.2 Components of Workbook
8.3 Resize Rows and Columns
8.4 Using basic computation in M.S. Excel by using point methods and function method, Mouse Method
8.5 Editing and Formatting Text and Other objects in M.S. Excel
8.6 Navigation & Selection Techniques
8.7 Inserting rows, columns, charts, chart styles, Day and Time, Text Boxes, Slide Number, Header & Footer
8.8 Using functions, Sort, Filter, Header & Footer, Find & Replace, Format Painter, if statement and if else if statement and Format Cell
8.9 Renaming worksheet names, Page Setup & Printing Excel sheets

Unit 9 Computer in Education
9.1 Simulation and Computer Games
9.2 Using online and offline Tutorial, Courseware
9.3 Multimedia in classroom environment
9.4 Data Collection and Data Analysis
9.5 E-Books, E-Databases, E-Journals, E-Newspapers
9.6 Computer Assisted Instruction (CAI)
9.7 Computer Assisted Learning (CAL)
9.8 Content Management System (CMS)
9.9 Creating backup of document on internet & Downloading different types of files from internet
Objectives

After completion of the course, the students will be able to:

- describe basics of computer
- use computers in education as teaching tool
- prepare lessons plans, classroom presentation and organize data using computers
- use internet and e-mail for educational purposes.
- develop a portfolio by using computers

Contents

1. Brief History of Development of Computers
2. Computer Hardware
   - 2.1. Central Processing Unit
   - 2.2. Primary memory devices
   - 2.3. Secondary memory devices
   - 2.4. Input devices
   - 2.5. Output devices
3. Computer Software
   - 3.1. System software
   - 3.2. Application software
   - 3.3. Programming languages
4. Internet Explorer
5. Using MS Word for Educational Applications
   - 5.1. Overview of the MS Word
   - 5.2. The writing process
   - 5.3. Developing ideas and content
   - 5.4. Producing drafts
   - 5.5. Developing editing skills
   - 5.6. Adding voice
   - 5.7. Checking for sentence accuracy
   - 5.8. Organizing and publishing
   - 5.9. Writing across the curriculum
   - 5.10. Creating forms
   - 5.11. Using MS Equation Editor
   - 5.12. Using mail merge
6. Using MS Excel in Classroom
7. Microsoft Power point
8. Using MS Publisher
   8.1. Developing a newsletter
   8.2. Developing a brochure

Suggested Readings:
BED 505  Teaching Profession and Educational Law

Objectives
After completion of the course, the students will be able to:
• display an understanding of teaching profession as unique, definite, and essential social service
• bring about change in behavior and attitudes towards successful teaching-learning process
• recognize it as a mark of learned profession which emphasizes both duties and rights
• consider that without extensive education there is no respected profession
• develop, on the whole, a firm commitment that teaching profession is responsible for the quality of its unique, definite, and essential social service and for the enforcement of standards in the continuous performance of the teachers

Contents
1. Teaching Profession: An Introduction
   1.1. Education
   1.2. Teaching
   1.3. Profession
   1.4. Teaching profession
   1.5. Segments of teaching profession

2. Characteristics of Teaching Profession
   2.1. Characteristics of a profession
   2.2. Characteristics of teaching profession

3. Teaching Profession: Responsibilities
   3.1. Professional responsibilities
   3.2. Ways for fulfillment of responsibilities

4. Duties and Right of Teachers

5. Characteristic of a Good Teacher

6. Teacher’s Role as a
   6.1. Scholar
   6.2. Practitioner
   6.3. Researcher
7. **Professional Organizations**
   7.1. Purposes
   7.2. Activities
   7.3. Types
   7.4. Professional teacher organizations in Pakistan, USA and UK

8. **Professional Code of Ethics**
   8.1. Defining code of ethics
   8.2. Purposes of a code of ethics
   8.3. Principles for preparing a code of ethics
   8.4. Development of teachers’ code of education

9. **Teacher Education in National Context**
   9.1. Different programmes of teacher education
   9.2. Teacher education institutions
   9.3. Aims of the University of Sargodha
   9.4. Teacher at various levels

10. **Various Laws, Rules and Regulations in Pakistani Educational Institutions**
    10.1. Leave rules
    10.2. Pension rules
    10.3. Civil services rules
    10.4. Registration and recognition of privately managed institutions
    10.5. Financial rules
    10.6. Group insurance and advances
    10.7. TA and DA rules
    10.8. Registers, forms and other records in educational institutions
    10.9. Some examples of Legal problems in Educational Institutions

**Suggested Readings:**


Govt. of Punjab. ( ). Hand Book of Circulars


BED506 Human Development and Learning

Objectives

After completion of the course, the students will be able to:
• explain the different terminology used in this schedule
• describe different principles and methods of learning
• take effective measures for the smooth running of the classroom teacher
• prepare an action plan for his/her class management by using the psychological principles
• identify the different types of personality traits
• guide his/her students in solving problems of daily life

Course Outline

1. Educational Psychology: Meaning and Scope
2. Human Development
   2.1. Definition of development
   2.2. Principles of human growth and development
3. Theories of Development
   3.1. Piaget’s theory of cognitive development
   3.2. Educational implications of Piaget’s Theory
   3.3. Erikson’s theory of personal and social development
   3.4. Vygotky’s theory of development
   3.5. Kohlberg’s theory of moral development
4. Individual Differences
   4.1. Physical differences
   4.2. Sex differences
   4.3. Age differences
   4.4. Socio economic differences
   4.5. Intellectual and academic differences
5. Learning
   5.1. Definition of learning
   5.2. Social cognitive view
   5.3. Cognitive view
6. **Motivation**
   6.1. Concept and Meaning
   6.2. Types of Motivation
   6.3. Incentives in the classroom

7. **Managing the Learning Environment**
   7.1. Goals of classroom management
   7.2. Classroom management and discipline
   7.3. Persistence of management problem
   7.4. Planning: the key to preventing management problem

8. **Preventing Problem**
   8.1. Teacher characteristic
   8.2. Student characteristic
   8.3. Physical environment
   8.4. Beginning of the school year
   8.5. Essential management skills

**Suggested Readings**

Allama Iqbal Open University. (2002). Educational Psychology. Islamabad. Allama Iqbal Open University
**BED507 Assessment in Education**

**Objectives**

After completion of the course, the students will be able to:
- differentiate measurement, evaluation and assessment.
- discuss various techniques of continuous / formative / summative assessment and evaluation.
- develop different types of valid and reliable tests.
- construct, select, assemble and administer appropriate test items.
- describe characteristics of a good test and interpret test scores statistically.

**Contents**

1. **Introduction to Measurement, Assessment and Evaluation**
   1.1. Concept of measurement
   1.2. Concept of assessment
   1.3. Concept of evaluation
   1.4. Relationship: measurement, assessment and evaluation
   1.5. Need for assessment
   1.6. Types of assessment

2. **Selective Type Test**
   2.1. Alternative response items (merits and demerits)
   2.2. Multiple choice items (merits and demerits)
   2.3. Matching type test (merits and demerits)

3. **Supply Type Test**
   3.1. Completion type test (merits and demerits)
   3.2. Short answer type (merits and demerits)
   3.3. Restricted response test (merits and demerits)
   3.4. Extended response test (merits and demerits)

4. **Types of tests**
   4.1. Teacher made test
   4.2. Standardized test
5. School Assessment System in Pakistan
   5.1. National Education and Assessment System
       5.1.1. Purpose
       5.1.2. Procedure
   5.2. Punjab Education Commission
       5.2.1. Purpose
       5.2.2. Tests
       5.2.3. Interpretations of test scores

6. Characteristics of a good Test
   6.1. Developing classroom based tests

7. Test development
   7.1. Planning of the test
   7.2. Table of specification
   7.3. Selection of appropriate test items and their administration

8. Interpretation of Test Scores
   8.1. Interpretation by percentage (norm and criterion reference)
   8.2. Interpretation by measure of central tendency and frequency
   8.3. Marking: grading and reporting the results

Suggested Readings:
   Allama Iqbal Open University

   New Jersey: Merill and Imprint of Prentice Hall.

BED508 Classroom Management

Objectives
After completion of the course, the students will be able to:
• prepare effective school leaders
• perform the administrative functions effectively and efficiently
• manage the classes properly
• create an effective teaching learning environment in classroom as well as in school
• use management skills for internal and external efficiency of school

Contents
1. Introduction to Management
   1.1. Concept and Meaning of Management
   1.2. Functions of Management
   1.3. Theories of management
   1.4. Principles of effective Management

2. School Plant Management
   2.1. Building size, shape, design, construction and maintenance
   2.2. School library, laboratories, playground
   2.3. School environment (common principles)

3. School Record
   3.1. Concept and objectives
   3.2. Fundamental elements, salient features and practical aspects
   3.3. Kinds of records to be maintained
      3.3.1. General record (about school, staff, students)
      3.3.2. Financial record
      3.3.3. Educational record
      3.3.4. Equipment record
      3.3.5. Correspondence Record
      3.3.6. Account books

4. Time Management
   4.1. School timetable
   4.2. Guiding principles
   4.3. General rules
5. **School Community Relationship**
   5.1. Need for cooperation
   5.2. Participation by the parents in school program

6. **Model of Classroom Management**
   6.1. Introduction
   6.2. Ecological influences on behavior
   6.3. Seating arrangement of classroom

7. **Aspects of Classroom Management**
   7.1. Classroom management and instructional technology
   7.2. Teaching through cognitive techniques
   7.3. Teaching through hand on activities
   7.4. Using interact factor of students
   7.5. Behavior modification through curriculum and instruction

8. **Managing Schools**
   8.1. School timing, assembly, attendance
   8.2. Duties and authorities of school head
   8.3. Financial rules
   8.4. Teaching of different subjects
   8.5. Managing co-curricular activities

**Suggested Readings**


Objective
After completion of the course, the students will be able to:
- understand the concept and types of curriculum
- differentiate between syllabus, curriculum, and course
- comprehend the elements of curriculum
- analyze the pattern of curriculum organization
- know the process of curriculum development in Pakistan

Contents

1. Introduction to Curriculum
   1.1. Concept of Curriculum
   1.2. Nature and scope of curriculum
   1.3. Difference among curriculum, syllabus, course and educational program
   1.4. Elements of the curriculum (objective, content, teaching method and evaluation)

2. Elements of Curriculum
   2.1. Objectives
   2.2. Content
   2.3. Teaching Methods
   2.4. Evaluation

3. Foundation of Curriculum
   3.1. Philosophical, ideological and historical foundations
   3.2. Psychological foundations
   3.3. Socio-cultural foundations

4. Types of Curriculum
   4.1. Core curriculum
   4.2. Teacher centered curriculum
   4.3. Learner centered curriculum
   4.4. Activity based curriculum
   4.5. Integrated curriculum

5. School Curriculum
   5.1. Organizing the curriculum
   5.2. Elementary school curriculum areas
6. Sources of Curriculum Materials with Reference to School Curriculum
   6.1. The selection of curriculum materials
   6.2. Organization of curriculum materials
   6.3. Teacher as curriculum developer

7. Development of Curriculum in Pakistan
   7.1. Process of curriculum development in Pakistan
   7.2. Factors affecting curriculum development in Pakistan
   7.3. Overview of curriculum of Classes 1-VIII

8. Instructional Material for Elementary Schools
   8.1. Textbooks
   8.2. Workbooks
   8.3. Teacher manuals

9. Evaluation in Elementary Schools
   9.1. Introduction
   9.2. Types of evaluation
      9.2.1. Summative
      9.2.2. Formative
   9.3. Evaluating curriculum
   9.4. Revamping curriculum

10. Issues in the Curriculum at Elementary Level

Suggested Readings

**BED510  Teaching of Mathematics**

**Objectives**

After completion of the course, the students will be able to:

- understand the scope and sequence of mathematics in grades 1-8
- solve mathematical problems which have a practical value in life situations
- use techniques for using manipulative materials as instruments for enhancing development and learning
- use appropriate inquiry strategies for teaching mathematics
- foster a positive attitude toward mathematics and learning
- assess students learning

**Contents**

1. **Introduction:**
   1.1 What is Mathematics?
   1.2 Nature, Scope, Need & importance of Math’s.
   1.3 History of Math’s
   1.4 Muslim contributions in the development of math’s

2. **Introduction to Teaching of Mathematics**
   2.1 Nature of teaching of mathematics
   2.2 Philosophy of teaching of mathematics
   2.3 History of teaching of mathematics
   2.4 Nature of teaching of mathematics

3. **Objectives of Teaching of mathematics**
   3.1 Mathematical Problem Solving
      3.1.1 Mathematical problem solving
      3.1.2 Criteria for successful problem solving in elementary mathematics
      3.1.3 Role of the teachers to promote these criteria in elementary students
   3.2 Mathematical Reasoning
      3.2.1 Meanings of mathematical reasoning
      3.2.2 Drawing logical conclusions about mathematics
      3.2.3 Using models, facts, properties and relationships to explain thinking and justifying solutions
3.3 Mathematical Connections
   3.3.1 Link conceptual and procedural understanding
   3.3.2 Recognizing relationships among different topics in mathematics
   3.3.3 Using mathematics in other subject areas and in real-world applications

3.4 Mathematical Communication
   3.4.1 Relate physical materials, picture, mathematical language, and symbolic
        representation to mathematical ideas and situations
   3.4.2 Representing discussing, reading, writing and listening to mathematics
        as vital part of learning and utilizing mathematics

4 Theoretical Foundations for Mathematics Education
   4.1 Cognitive theories
   4.2 Theories into practice

5 Writing Behavioral Objectives in Mathematics

6 Scope and Sequence of Elementary Mathematics Curriculum
   6.1 Expectations from the elementary school children
   6.2 Development of mathematics curriculum

8 Teaching of the content of Class VI-VIII Mathematics

9 Lesson Planning in Mathematics

10 Establishment and Maintenance of Mathematics Laboratory

Suggested Readings:


BED511  Teaching of Physics

Objectives
After completion of the course, the students will:
- understand the general objectives of teaching Physics
- relate the principles of Physics to the experiences of daily life
- familiarize themselves with the fundamental principles, theories and concepts of physics

Contents
1. Introduction to Teaching of Physics at Secondary Level
   1.1. Nature of teaching of Physics
   1.2. Philosophy of teaching of Physics
   1.3. History of teaching of Physics
   1.4. Scientific method
2. Aims and Objectives of Teaching of Physics
   2.1. Introduction
   2.2. Aims of teaching Physics
   2.3. Bloom’s taxonomy of objective
   2.4. Scientific attitude
   2.5. Techniques for developing scientific attitude
   2.6. Role of Physics teacher
3. Scope and Sequence of Physics Curriculum
   3.1. Introduction
   3.2. Content sequence of Physics curriculum at secondary level
   3.3. Structuring of knowledge of Physics
4. Lesson Planning
   4.1. Introduction
   4.2. Advantages of lesson planning
   4.3. Characteristics of a good lesson plan
   4.4. Steps in lesson planning
5. Text Book of Physics Class IX
6. Text Book of Physics Class X
7. Preparing Lesson Plans and Presentation of Lesson Plans
8. Establishment and Maintenance of Physics Laboratory
Suggested Readings


BED512  Teaching of Chemistry

Objectives
After completion of the course, the students will:
• understand the general objectives of teaching chemistry at secondary level
• relate the principles of chemistry to the experiences of daily life
• develop teaching skills
• possess manipulate quality to organize practical classroom activities demonstrations and presentations
• develop effective communicative skills

1. Introduction
   1.1. Philosophy of Chemistry
   1.2. Chemistry and its scope
   1.3. Importance of chemistry in everyday life
   1.4. Creativity and chemistry teaching
   1.5. Scientific method and its steps (Statement of the problem, literature review, hypothesis, experimentation, data analysis, conclusions)

2. Aims and Objectives of Teaching Chemistry
   2.1. Aims of teaching Chemistry
   2.2. Objectives of teaching Chemistry
   2.3. Bloom's Taxonomy of objectives
   2.4. Scientific attitude
   2.5. Techniques for developing scientific attitude
   2.6. Role of Chemistry teacher

3. Correlation of Chemistry to Other Subjects
   3.1. Correlation and its importance with other subjects:
      3.1.1. Language
      3.1.2. Mathematics
      3.1.3. Social sciences
      3.1.4. Biology
      3.1.5. Physics
      3.1.6. Work experience

4. Text Book of Chemistry Class IX
5. Text Book of Physics Class IX
6. Preparing Lesson Plans and Presentation of Lesson Plans

7. Establishment and Maintenance of Chemistry Laboratory

**Suggested Books**
BED513  Teaching of Biology

Objectives
After completion of the course, the students will:
• understand the general objectives of teaching biology at secondary level
• relate the principles of biology to the experiences of daily life
• develop teaching skills
• possess manipulate quality to organize practical classroom activities demonstrations and presentations
• develop effective communicative skills

Contents
1. Aims and Objectives of Teaching of Biology
   1.1. Aims, goals and objectives
   1.2. Objectives of teaching biology at secondary level
2. Scope and Sequence of biology Curriculum
   2.1. Introduction
   2.2. Content sequence of Biology curriculum at secondary level
   2.3. Structuring of knowledge of Biology
3. Writing Behavioral Objectives in Biology
4. Text Book of Biology Class IX
5. Text Book of Biology Class X
6. Preparation and Presentation of Lesson Plan
7. Organization and Management of Laboratory
   7.1. Maintenance of laboratory items
   7.3. Annual checking of stock register
   7.4. Safety Rules during working in science laboratory

Suggested Books
BED514  Teaching of English

Objectives
After completion of the course, the students will be able to:
• develop all the four basic language skills effectively (listening, speaking, reading and writing).
• understand and apply the psychological principles of language learning.
• teach at elementary level by imparting real life training during the course of studies.
• teach english language with latest pedagogical techniques.
• develop communicative competence.
• prepare a comprehensive lesson plan keeping in view the modern approaches of teaching Englishs.

Contents

1. Importance of English Language
   1.1. English as an international language
   1.2. languages of higher professions
   1.3. Language of world knowledge
   1.4. A rich store house of literature
   1.5. Cultural value of English

2. Language teaching methodologies
   2.1. Grammar translation method
   2.2. Direct method
   2.3. Audio lingual method
   2.4. Audio visual method
   2.5. Communicative approach
   2.6. Experiential Method
   2.7. Eclectic approach

3. Developing English language Skills
   3.1. Listening skills
   3.2. Speaking skills
   3.3. Reading skills
   3.4. Writing Skills
4. **Teaching of grammar**  
   4.1. Prescriptive Grammar  
   4.2. Descriptive Grammar  

5. **Teaching of pronunciation and vocabulary**  
   5.1. Important aspects of English vocabulary  
   5.2. Techniques of vocabulary expansion  
   5.3. Principles of teaching pronunciation  

6. **Lesson Planning and presentation**  
   6.1. Preparation  
   6.2. Presentation  
   6.3. Practice  
   6.4. Production  

7. Text book of English IX  

8. Text book of English X  

**Suggested Readings:**  


Punjab Text Book Board. (2008). English of Class IX. Lahore  

Punjab Text Book Board. (2008). English of Class X. Lahore  

BED515  Methods of Teaching of Pakistan Studies

Objectives
After completion of the course, the students will:
- familiarize with his past and present geographical and social environment.
- appreciate rich culture heritage
- build patriot democratic citizens.
- foster national feelings.
- promote international understanding.
- resolve the contemporary social and individual problems.

Contents

1. Meaning, Nature and Scope
   1.1. Meaning and Definition of Pakistan Studies
   1.2. Nature and Scope of Pak. Studies
   1.3. Relation of Pak. Studies with other School Subjects
   1.4. Differentiation between Pak. Studies and Social Sciences
   1.5. Importance of teaching of Pak. Studies

2. Aims, Objectives and Values of Teaching Pak. Studies
   2.1. General Aims of Teaching Pak. Studies
   2.2. Objectives of Teaching Pak. Studies
   2.3. Values of Teaching Pak. Studies

3. Pakistan Studies Curriculum
   3.1. Definition of Curriculum
   3.2. Importance of Curriculum
   3.3. Principles of Curriculum Formation
   3.4. Selection of Material for Curriculum
   3.5. Organizing the Contents of Pak.Studies Curriculum

4. Lesson Planning in Pak. Studies
   4.1. Lesson Planning
   4.2. Advantages of Lesson Planning
   4.3. Features of a Lesson Planning
   4.4. Steps in Lesson Planning
5. **Ideology of Pakistan**
   5.1. Sovereignty of God
   5.2. Pallor basic of Islamic Society
   5.3. Two Nation Theory
   5.4. Indian Society before Islam
   5.5. The Struggle for a Cultural Identity

6. **Pakistan Movement**
   6.1. Fall of Mughal
   6.2. Formation of East India Company
   6.3. Struggle to get rid of British
   6.4. Sir Syed Ahmed Khan, Role
   6.5. The Emergence of Pakistan (1906-47)

   7.1. The Governor Generalship of the Quaid-e-Azam
   7.3. Three Wars with India

8. **Land of Pakistan**
   8.1. Location of Pakistan
   8.2. Natural Topography
   8.3. Irrigation System
   8.4. Agricultural
   8.5. Industries

9. **Pakistan’s International Relations**
   9.1. Pakistan and Muslim Countries
   9.2. Indo-Pak Relations
   9.3. UNO-Aims and Objectives, Structure
   9.4. Kashmir Problem and the Role of UNO since 1948

**Suggested Readings**


BED517 Teaching of General Science

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

1. understand the general objectives of teaching science at elementary level.
2. understand scientific concepts.
3. differentiate between scientific products and processes.
4. understand the underline principles of science education.
5. apply appropriate methods and techniques for effective learning.
6. Understand and apply various methods and techniques for teaching the concepts of science
7. Develop scientific thinking and scientific attitude among their students
8. Select appropriate methods and techniques for teaching a given topic of science by developing and arranging the necessary material and conditions
9. Plan, organize and teach a lesson on a given topic of science in the light of theory and research of science education
10. Understand recent trends and issues in methods and techniques of teaching science at elementary and secondary level

Contents
1  History of Science
   1.1 Islam and science
   1.2 Scientific method
   1.3 Advantages and disadvantages of scientific method
   1.4 Branches of science
   1.5 Evolution of modern science

2  Science and Society
   2.1 Islam and science
   2.2 Scientific method
   2.3 Branches of science
   2.4 Evolution of modern science

3  Science and Society
4  **Cell as Unit of life**
   4.1  Start of life
   4.2  Chemical composition
   4.3  Chromosomes and genes

5  **Microscopic Organisms**
   5.1  Bacteria
   5.2  Virus
   5.3  Growth of human body
   5.4  Role of nutrition
   5.5  Components of nutrition
   5.6  Role of hormones in body

6  **Essential Elements of Life**
   6.1  Carbon,
   6.2  Hydrogen,
   6.3  Oxygen
   6.4  Nitrogen
   6.5  Calcium,
   6.6  Phosphorus
   6.7  Potassium,
   6.8  Sulphur
   6.9  Chlorine
   6.10 Sodium,
   6.11 Magnesium

7  **Structure of Atom and Radioactivity**
   7.1  Atom
   7.2  Fission and fusion
   7.3  Pakistani Nuclear Program
   7.4  Peaceful use of Atomic energy
8 Modern Technology
  8.1 Computer
  8.2 Engine
  8.3 Radio
  8.4 Astronomy
  8.5 Laser
  8.6 Radar, Telephone
  8.7 Television
  8.8 Pakistan’s Space Program
  8.9 Tape Recorder, CD Player

Science and technology in Pakistan

Futurism

9 Energy
  9.1 Types of Energy
  9.2 Energy Sources
  9.3 Measurement of energy and its units
  9.4 Use of Energy in Pakistan
  9.5 Conservation of energy

10 Environmental and Natural Resources
  10.1 Minerals
  10.2 Agricultural resources
  10.3 Marine Resources
  10.4 Pollution and its types
  10.5 Population explosion
  10.6 Ecological balance
  10.7 Forests
  10.8 Water logging and salinity
  10.9 Urbanization
  10.10 Minerals
  10.11 Agricultural resources
  10.12 Marine Resources
  10.13 Pollution and its types
  10.14 Population explosion
1 Organization and Management of Laboratory
   14.1 Maintenance of laboratory items
   14.2 Maintenance of stock, perishable, permanent, consumable stock.
   14.3 Annual checking of stock register
   14.4 Safety Rules during working in science laboratory

Suggested Readings:


مقاسد:

قد ریز اردوز کا سرچ مبینہ کیے جانے کے بعد میرے ہوئے اس کے قیاس اتے جامہ ہے کہ:

اردو زبان (اساتذہ) کی سہولیت کا علم بسے کرکےُ

اردو زبان کی نئی تدریس میں معلمین کے ذریعے درس اتے ادبیات کی معاشرت میں بہتر کرکےُ

قد ریز اردوز انسانیت کی زبان اتے زبان سے ایک چنیا کی دنیاء اتے ادریسی کے مفت اتے اوردو تے چپنے کرتے ہیں

جید کہ کہ کسی کے مختلف احاطے کے لئے مدرسوں اوردو زبان کی تعلیم

سکیا سترہ پندرہ کے ذریعے ظاہر پر باقی مدارس کے لئے

مزید بیت سے اس کے ذریعے دنیاء اتے اردو کے مفت اتے اس کے رو کرکےُ

نصابے کا خاک

1. 1زبان کی تعلیم

تراویح کی سخت اورنگزین کے طریقے

دوست والی طریقے کے ذریعے دنیاء اوردو کی تعلیم

طمین اورنگزین کی اتھنگ کہ مفت طریقے

اذکار یہ کہ باتانے بھی کہ کی ایک

2. 2زبان دو راتی کی مبینہ

شنا، پہچا، گلما

طریق سنگی کے طریقے

زبان کی ادیسی بیلت محقق (من کر، اپنے کر کی کرکےُ پھر کر)

تبرک تک بی اسد کی پھررچی (کاک)

حکم لپکت کے ذریعے نظامی اوردو مفت طریقے

تفریح بی روشنی طریقے (شخصی ہیم)
4- قرآن اعظم

قرآن اعظم (نگیف ترى، برجست اردو اور میاں ایک لیک ے ساتھ)

قرآن اعظم (نگیف ترى اور میاں ایک لیک ے ساتھ)

5- قرآن اعظم کے طریقے

مباں طریقہ
کپز یک
تختی بیت
سوال جواب
نگیف ترى
نگیف ترى
تختی طریقہ

کتب برائے مطالعہ

حقق اورود (قواعد اندازہ)
اورود قاعد
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