

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

Course Code	Course Title	Marks
Compulsory courses		
BED501	Introduction to Education	100
BED502	English Language Communication Skills	100
BED503	Methods of Teaching	100
BED504	Introduction to Computers in Education	100
BED505	Teaching Profession and Educational Law	100
BED506	Human Development and Learning	100
BED507	Assessment in Education	100
BED508	Classroom Management	100
BED509	Curriculum Development	100
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		
BED510	Teaching of Mathematics	100
BED511	Teaching of Physics	100
BED512	Teaching of Chemistry	100
BED513	Teaching of Biology	100
Arts Group		
BED514	Teaching of English	100
BED515	Teaching of Pakistan studies	100
BED516	Methods of Teaching Urdu	100
BED517	Teaching of General Science	100
BED518	Practice Teaching (duration: Short term 02 weeks Long term 06 weeks	150
	Total	1250

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.

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

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 from 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. Anjuman-e-Himayat-e-Islam
- 4.4. Nadwatul Ulama
- 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:

- Allama Iqbal Open University (2002). Foundations of Education. Code : 6500. Islamabad. Allama Iqbal Open University
- Allama Iqbal Open University. (2002). Education in Pakistan. Code : 6500. Islamabad. Allama Iqbal Open University
- Anjam Rehmani, Dr. (2006). *Pakistan Main Taleem* (in Urdu). Lahore: Pakistan Writers Cooperative Society.
- Farooq, R.A. (1993). Education System in Pakistan. Islamabad: Asia society for promotion of Innovation and reform in education
- Ornstein, A.C. and Levine, D.U. (1995). *An Introduction to the Foundations of Education*: Boston: Houghton Mifflin Company.
- Shahid, SM. (2002). Taleem Ki bunaadain. Lahore: Majeed Book Depot
- Shahid, SM. (2001). Philosophy of Education. Lahore: Majeed Book Depot
- Chandr, S.S. (2002). **Philosophy of education**. New Delhi: ATLANTIC.
- Chandra, S.S. (2002). **Sociology of education**. New Delhi: ATLANTIC
- Rashid, M. (Compiler) (2000). **Allied material of foundations of education**. Islamabad: AIOU Press

BED502 English Language Communication Skills

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:

McDonough, J. and Shaw, C. (1993). **Materials and Methods in ELT**. Oxford: Blackwell.

Michael, W. (1997). **Study skills in English**. London: OUP

Elliot, L. S. (1994). **Contemporary Vocabulary**. London: OUP

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:

Ornstein, A.C. (1991). *Strategies for Effective Teaching*. Harper Collins

Richard, V. (2001). *Handbook of Research on Teaching*. Washington DC: American Educational Research Association.

Smith, B.O. (1983). *Elements of Teaching*. New York: Columbia Teacher's College Press.

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

BED504 Introduction to Computers in Education OLD

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:

Candau, Debbie et al. (2006). *Intel Teach to the Future*. Karachi: Intel Corporation

Cashman S. (2005). *Integrating Technology in Classroom*. New York: McGraw Hill.

Doja, M. N. (2005). *Fundamentals of computers and information technology*. India: Deep & Deep Publications.

Norton, Peter. (2003). *Computing Fundamentals*. New York: McGraw Hill

Rajaraman, V. (2004). *Fundamentals of computers*. New Dehli: Prentice Hall of India Pvt. Ltd.

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 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:

- Combs Arthur W., and Others (1994). *The Professional Preparation of Teachers*. Boston: Allyn and Bacon Inc.
- Good, Biddle, and Brophy (1995). *Teachers Make a Difference*. New York: Hole, Rinchart and Winston
- Govt. of Punjab () Hand Book of Circulars
- Richy W. Robert (2000). *Planning for Teaching: An Introduction to Education*. New York: McGraw Hill Book Company
- Singh, Y.K and Nath, R.(2005). *Teacher Education*.New Delhi: A B H Publishing corporation
- Venkataiah, N. (2007). *Moral Education*. New Delhi: A P H Publishing Corporation

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. Vygotiky'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
- Arif, M. H. (2003). *Human Development and Learning*. Lahore: Majeed book Depot
- Arif, M. H. (2004). *Psychology of Education*. Lahore: Majeed book Depot
- Child D. (2006). *Psychology and the Teacher*. New York: Continuum
- Shahid, S.M. (2002). *Educational Psychology*. Lahore: Majeed Book Depot
- Shantrock, John. W. (2006). *Educational Psychology*. New York: McGraw Hill

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. (2007). Educational Measurement and Evaluation. Islamabad. Allama Iqbal Open University

Linn, R. L. and Gronlund, N. E. (2001) *Measurement and Assessment in Teaching*. (7th edition). New Jersey: Merrill and Imprint of Prentice Hall.

Shahid, SM. (2002). Educational Measurement and Evaluation. Lahore: Majeed Book Depot

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

- Arthur, M., Gordon, C. and Butterfield, N. (2003). *Classroom Management*. Australia: Nelson Australia
- Gentzler, Y. (2005). *A New Teachers Guide to Best Practices*. California: Corwin Press
- Govt. of the Punjab (2004). *Dastoor-ul-Amal: Elementary, Secondary and Higher Secondary Schools Punjab*. Lahore: AH Printers
- Veer, U. (2004). *Modern School Organization*. New Delhi: Anmol Publications Pvt. Ltd.
- Yadav, S. (2005). *School Management and Pedagogies of Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Chaudhry, Z.H. (2004). *Elementary School Management*. Lahore: Ghulam Rasul and Sons

BED509**Curriculum Development****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

- Allama Iqbal Open University. (2002). Curriculum and Instruction. Code 6503. Islamabad.
Allama Iqbal Open University
- Edigar, Marlow and R, D.B. (2004). *Relevancy in Elementary Curriculum*. New Delhi:
Discovery Publishing House
- Farooq, R.A. (1993). Education System in Pakistan. Islamabad: Asia society for promotion of
Innovation and reform in education
- Muhammad Asif Malik(2001). Tadveen-E-Nisab. Lahore: Abdullah book Centre

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:

- Billstein, R., Libeskind, S., Lott, W.J. (2000). *A Problem Solving Approach to Mathematics for Elementary School Teachers*. New York, Addison Wesley Longman.
- Broomes, D. et. al. (1996). *Teaching Primary School Mathematics*. Jamaica: Ian Randle.
- Grouws A. D. (2007). *Handbook of Research on Mathematics Teaching and Learning*. New York: Information Age Publishing
- Loudhi, S.M. (2004). Tadrees-E-Riazi. Lahore: Majeed Book Depot
- Punjab Text Book Board. (2008). Mathematics VI. Lahore
- Punjab Text Book Board. (2008). Mathematics of Class VII. Lahore
- Punjab Text Book Board. (2008). Mathematics of Class VIII. Lahore
- Punjab Text Book Board. (2008). Mathematics of Class IX. Lahore
- Punjab Text Book Board. (2008). Mathematics of Class X. Lahore
- Zevenbergen, R. and Wright, D. S. (2005). *Teaching Mathematics in Primary Schools*. Sydney: Allen and Unwin.

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

Heimder, C. H. (1989). *Focus on Physical Science*. Ohio: Jack Price Merrill Publishing Company

Owen, C.B. (1964). *Methods for Science Master*. London: Macmillans Co. Ltd.

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

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

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**

Advanced Teaching Skills, Module -02, National Academy of Higher Education, Higher Education Commission, H -9, Islamabad.

Orlich, Harder, Callahan, Gibson (1998). *Teaching Strategies, 5th Ed.* New York: Houghton Mifflin Company.

Yadav M. S. (1993). *Teaching of Chemistry.* New Delhi: Anmol Publications

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
 - 7.2 Maintenance of stock, perishable, permanent, consumable stock.
 - 7.3 Annual checking of stock register
 - 7.4 Safety Rules during working in science laboratory

Suggested Books

- Owen, C.B. (1964). *Methods for Science*. Master-House London: Macmilan's Ltd.
- Punjab Text Book Board. (2008). *Biology of Class IX*. Lahore
- Punjab Text Book Board. (2008). *Biology of Class X*. Lahore
- Zaidi S.M. (2004). *Modern Teaching of Science*. New Delhi: Anmol Publications Pvt. Ltd.

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:

- Ahmad, M and Mumtaz, K. (2003) . Teaching of English. Lahore: Ghulam Rasul and Sons
- Allama Iqbal Open University (2000). Teaching of English as a Foreign Language. Code : 554. Islamabad. Allama Iqbal Open University
- Allama Iqbal Open University (2005). Teaching of English. Code : 6508. Islamabad. Allama Iqbal Open University
- Punjab Text Book Board. (2008). English of Class IX. Lahore
- Punjab Text Book Board. (2008). English of Class X. Lahore
- Tahir, M.S. (2003). Teaching of English as a Foreign Language. Lahore: Majeed Book

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. Nationhood (1947- 1988)

- 7.1. The Governor Generalship of the Quaid-e-Azam
- 7.2. The Government and Constitution of Pakistan (1948-1088)
- 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. 12. 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

Kelly, N. (2004). *The History and Culture of Pakistan*. London: Peak Publishing

Rao, M. P.(2005). *Teaching of Social Studies*. Delhi: Dominant Publishers andDistributors

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 Phosphorous
- 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 recourses
 - 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 recourses
 - 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:

- Allama Iqbal Open University. (2002). Laboratory Organization Management and safety Methods. Code : 698. Islamabad. Allama Iqbal Open University
- Allama Iqbal Open University. (2002). Teaching Strategies in Science Education. Code : 696. Islamabad. Allama Iqbal Open University
- Loudhi, S.M. (2004). Tadrees-E-Science. Lahore: Majeed Book Deport
- Punjab Text Book Board. (2008). Science of Class VI. Lahore
- Punjab Text Book Board. (2008). Science of Class VII. Lahore
- Punjab Text Book Board. (2008). Science of Class VIII. Lahore
- Punjab Text Book Board. (2008). Science of Class IX. Lahore
- Punjab Text Book Board. (2008). Science of Class X. Lahore
- Siiddiqui, M.H. (2007). *Teaching of Home Science*. New Delhi: A P H Publishing Corporations

BED 516

Methods of Teaching Urdu

ایلیمنٹری سطح پر تدریس اُردو

بی۔ ایڈ: 709

مقاصد:

- ☆ تدریس اُردو کے اس کورس کو پڑھنے کے بعد زیر تربیت اساتذہ اس قابل ہو جائیں گے کہ:
- ☆ اُردو زبان (لسانیات) کی مبادیات کا علم حاصل کر سکیں۔
- ☆ اُردو زبان کی بنیادی اور لازمی مہارتوں کے ذریعے درست اظہار خیال کی صلاحیت پیدا کر سکیں۔
- ☆ تدریس اُردو میں استعمال ہونے والے طریقہ ہائے تدریس کی مدد سے اُردو کی تدریس کو موثر اور دلچسپ بنا سکیں۔
- ☆ جدید ذرائع کی مدد سے تدریس کو طلبہ کے لیے دلچسپ اور خوشگوار بنا سکیں۔
- ☆ سبھی منصوبہ بندی کے ذریعے طلباء کی صلاحیتوں کو نکھار سکیں۔
- ☆ زیر تربیت اساتذہ جائزہ اور پیمائش کے جدید تقاضوں سے آگاہ ہو سکیں۔

نصاب کا خاکہ

1- زبان کی تفہیم

- ☆ حروف تہجی کی ساخت اور پہچان کے طریقے
- ☆ ذولسانی طریقے کے ذریعے آوازوں کی پہچان
- ☆ ہم آواز حروف کی ادائیگی کا درست طریقہ
- ☆ الفاظ بنانا، جملے بنانا، جملے کی اقسام

2- زبان دانی کی مہارتیں

سننا، بولنا، پڑھنا، لکھنا

3- طریقہ ہائے تدریس

- ☆ زبان کی ادائیگی کی عملی مشق (سن کر، بول کر، لکھ کر، پڑھ کر)
- ☆ تدریس نظم بذریعہ رول پے بذریعہ گانگی (گا کر)
- ☆ حرکات و سکنات کے ذریعے۔ تقریری اور منظر ہر اتی طریقہ
- ☆ تشریحی و توضیحی طریقہ (ششم تا ہشتم)

- 4- تدریس نثر: ☆
- ☆ قرآت از معلم (صحیح تلفظ، برجستہ ادائیگی اور معیاری لہجے کے ساتھ)
- ☆ قرآت از طلبا (اغلاط کی درستی، الفاظ کے معانی، عبارت کی تفہیم)
- 5- تدریس انشاء کے طریقے

- ☆ مباحثی طریقہ
- ☆ سمپوزیم
- ☆ پینل بحث
- ☆ سوال و جواب
- ☆ غیر رسمی بحث
- ☆ رسمی بحث
- ☆ سیاحتی طریقہ

کتب برائے مطالعہ

- ☆ سفینہ اُردو (قواعد انشاء) طاہر شادانی
- ☆ اُردو قواعد مولوی عبدالحق
- ☆ تدریس اُردو ڈاکٹر فرمان فتح پوری
- ☆ اُردو زبان اور اس کی تعلیم ڈاکٹر سلیم فارانی