



**SIBA Testing Services**  
Merit – Transparency – Technology

**Syllabus**  
**Teaching License Test 2024**

**Part – I (Content Knowledge)**

- Mathematics, Science, Social Studies, English and Urdu or Sindhi subjects will be assessed from the ‘School Curriculum of Class one to eight (available at DCAR)’ in the Teaching License Test.
- This component comprises multiple-choice questions (MCQs) of two levels (Easy and Medium) items. It is developed to assess candidates' understanding, application and analysis skills per the different levels of Bloom's Taxonomy.

**Part II (Pedagogical Content Knowledge)**

- Pedagogical content knowledge will be assessed from the curriculum developed by the Higher Education Commission for different courses offered in the B.Ed (2.5 years) and B.Ed Hons (4 years) degree programs (please see: <https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Pages/Education.aspx>).
- The test items will cover the central themes of each of the following B.Ed courses but will also simultaneously assess candidates’ pedagogical content knowledge in the subjects of Mathematics, Science, Social Studies and English:

**Methods of Teaching and Foundations of Education**

***Methods of Teaching***

- Instructional approaches and strategies
- Effective questioning strategy
- Cooperative learning strategy
- Teacher and student-centred instructional approaches
- Bloom’s Taxonomy of educational objectives
- National Professional Standards for Teachers in Pakistan

### ***Foundations of Education***

- The ideological foundations of education
- The philosophical foundations of education
- The sociological foundations of education
- The psychological foundations of education
- The historical foundations of education

### **Child Development and Education Psychology**

#### ***Child Development***

- Major theories and domains of child development
- Characteristics of various developmental stages according to various theorists
- Factors influencing the learning process of a child
- Individual differences between students and children with special needs
- Conception about child development and its implications for teaching and learning
- Age-appropriate teaching strategies based on developmental theory

#### ***Education Psychology***

- Basics of educational psychology: Different theories
- Differences between psychology and educational psychology
- Different learning theories: Behaviorism, cognitivism, constructivism, and humanism
- Individual differences
- Learning and motivation in the context of home, school, and community
- Basic needs and motivation

### **Classroom Management**

- Learning theories and classroom management
- Designing an effective classroom environment
- Classroom observation and data collection
- Classroom management features in the context of the physical environment and social environment
- Curriculum and classroom management
- Routines, schedules, and time management in diverse classrooms

- Creating shared values and community
- Physical setup of the classroom
- Strategies for classroom management
- Creating shared values and community in a classroom
- Differentiated Learning

## **Classroom Assessment and Test Development and Evaluation**

### ***Classroom Assessment***

- Definitions of assessment, evaluation and testing
- Difference between assessment and evaluation
- Two key types of classroom assessment
- Feedback, its characteristics and benefits
- Assessment policies and practices in Pakistani schools
- Developing assessment-embedded lesson plans
- Types of test questions
- Performance-based assessments
- Assessment rubrics and their importance
- Portfolio assessment
- Significance of teacher-made tests

### ***Test Development and Evaluation***

- Tests and Measurement
- Principles of testing
- Domains of learning, standards, taxonomy and frameworks
- Validity, reliability and characteristics of tests
- Test development and review

### **School Community and Teacher**

- Structures and functions of community and schools in Pakistan
- Impact of education on society
- Elements and types of social interaction
- Main characteristics of culture

- Culture and cultural elements of Pakistani communities
- Relationship between school and community
- Social institutions: family and religious institutions
- Working context of Pakistani teachers