Syllabus

for

2 year B.Ed Programme
(Distance Mode Students)
(For Academic Sessions 2015 and onwards)

Directorate of Distance Education
University of Kashmir

Scheme and Course structure for
Two year B.Ed Programme 1st semester effective from academic session 2015 and onwards

<table>
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<td>Learning and Development</td>
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Internship: 1

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Course Code: BED15101
Course Title: Foundations of Education

Unit I  
**Education & Philosophy**
- i) Nature & Meaning of Education
- ii) Aims of Education – individual and social.
- iii) Nature and Meaning of Philosophy
- iv) Relation between Philosophy & Education

Unit II  
**Major Educational Philosophies and Educational Thinkers**

**Philosophies:**
- i) Naturalism
- ii) Idealism
- iii) Pragmatism

These Educational Philosophies shall be discussed with special reference to Aims, Curriculum, Methods, Role of Teacher & Concept of Discipline.

**Thinkers:**
- i) Mahatama Ghandhi: Basic Education
- ii) Swami Vivekananda: Man making Education
- iii) Froebel: The play way method
- iv) Montessori: The Didactic Apparatus

Unit III  
**Education & the Social Frame of reference**

- i) Education & Democracy - Basic Principles of Democracy
- ii) Education & Socialism Meaning, Importance & Role of Education in achieving the goals of Socialism.
- iii) Education & Secularism – Meaning of Secularism Role of Education in multi religious society like India.

Unit IV  
**Culture & Social Change**

- i) Concept & Characteristics of Culture
- ii) Relationship between Culture & Education with special reference to conservative and creativity roles
- iii) Concept of social change
- iv) Factors of social change
- v) Roles of Education Vis-à-vis social change

References:
1. Broudy H. Building a philosophy of Education
2. Brubacher Modern Philosophies of Education.
3. Brubacher A History of the problems of Education
4. Butler Four Philosophies.
15. Chaube S. P Educational philosophy in India, VPH Delhi-1993
16. Srinivas, M.N ‘Caste in Modern India, Asia Pub House, Delhi-1962
<table>
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<tr>
<th>No.</th>
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<tbody>
<tr>
<td>19</td>
<td>Prashad, Vijay</td>
<td>Untouchable Freedom’</td>
<td>Oxford University Press, Mumbai.</td>
</tr>
<tr>
<td>20</td>
<td>Rao, Dr.D and Latha, D</td>
<td>Women Education and Empowerment</td>
<td>Discovery publishing House, Delhi-1999</td>
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<tr>
<td>21</td>
<td>Hassan, Ijlal</td>
<td>Education for Today and Tomorrow</td>
<td>Srinagar, Chattan Publications 1989</td>
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<tr>
<td>22</td>
<td>Hassan, Ijlal</td>
<td>Abhinav Gupta</td>
<td>Srinagar Chattan Publication,1989</td>
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<td>23</td>
<td>Kilpatrick</td>
<td>An Introduction to Philosophy</td>
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<td>24</td>
<td>Kneller</td>
<td>Introduction to Philosophy of Education</td>
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<td>25</td>
<td>Lodge</td>
<td>An Introduction to Philosophy</td>
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<td>26</td>
<td>Ram Nath &amp; Keder Nath</td>
<td>Metaphysics and General Philosophy</td>
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<td>27</td>
<td>Rusk</td>
<td>The Doctrine of Great Educators.</td>
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<td>28</td>
<td>Taneja</td>
<td>Socio-Philosophical Foundations of Education</td>
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<td>29</td>
<td>Taneja, V.R</td>
<td>Educational through and practice.</td>
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<tr>
<td>30</td>
<td>Thakur A.S</td>
<td>The Philosophical Foundations of Education</td>
<td></td>
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<tr>
<td>31</td>
<td>Deflecir, M.L</td>
<td>Sociology; Human Society (Scott. Former and Company’s 1971)</td>
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<tr>
<td>33</td>
<td>Gore, M.S</td>
<td>Education and Modernization in India</td>
<td>Jaipur; Rawat Pub.1982</td>
</tr>
<tr>
<td>36</td>
<td>Merril F.E.</td>
<td>Society and Culture-An introduction to Sociology.</td>
<td>(Rantce Hall, inc. 1963)</td>
</tr>
<tr>
<td>37</td>
<td>Salamatuallah</td>
<td>Education in the Social Context</td>
<td>New-Delhi NCERT,1978</td>
</tr>
<tr>
<td>38</td>
<td>Srinivas, M.N.</td>
<td>Social Change in Modern India.</td>
<td>(Bombay, Allied Pub. 1967)</td>
</tr>
<tr>
<td>39</td>
<td>Srinivas M.N.</td>
<td>India! Social Structure.</td>
<td>(Hindustan Publication Cooperation, New Delhi-1986)</td>
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<td>40</td>
<td>Mohontay, J.P</td>
<td>Education in the emerging Indian society.</td>
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<td>41</td>
<td>Chanbe, S. P.</td>
<td>Democracy, Socialism &amp; Secularism</td>
<td></td>
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<tr>
<td>42</td>
<td>Rather, A.R.</td>
<td>Theory &amp; Principles of Education</td>
<td>(Discovery Publishing House New Delhi)</td>
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</tbody>
</table>
Course Code: BED15102
Course Title: Learning & Development
M. Marks 80

Unit I Psychology & Educational Psychology

i) Nature, Meaning and Scope of Psychology
ii) Nature & Meaning of Educational Psychology
iii) Functions Educational Psychology

Unit II Understanding Learner

Stages of Human development

ii) Stage - specific Characteristics of Infancy & Childhood
iii) Characteristics & Problems of Adolescents.
iv) Guidance & Counseling for adolescents.

Unit III Learning & Motivation

i) Concept of learning & its nature
ii) Factors of influencing learning – Personal & Environmental
iii) Motivation – Nature, Types:
   - Techniques of enhancing learner’s motivation
iv) S-R Theory of Learning (Thorndike)
v) Operant Conditioning theory of learning (Skinner)
vi) Constructivism – Vygotsky

Unit IV Intelligence and Personality

Intelligence

i) Nature & Meaning
ii) Measurement of Intelligence – Concept of I.Q, Verbal and Non-verbal (One test from each category to be discussed)
iii) Theory of Multiple Intelligences (Howard Gardner)
iv) Structure of intellect (Guilford)

Personality

i) Nature & Meaning
ii) Determinants of Personality – biological & socio-culture determinants
iii) Trait-theory of Personality (Allport)
iv) Psycho analytic theory of Personality (Freud)

Educational Implications of the above mentioned theories.

Reference:-

<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>10.</td>
<td>Allport g.W.</td>
<td>Pattern and Growth in personality.</td>
<td></td>
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<tr>
<td>11.</td>
<td>Ferguson</td>
<td>Personality Measurement.</td>
<td></td>
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<td>12.</td>
<td>Hall and Lindzy</td>
<td>Theories of Personality</td>
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<td>13.</td>
<td>Hilgard</td>
<td>Theories of Learning.</td>
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<td>15.</td>
<td>Mowrer</td>
<td>Theories of Learning (Vol.)</td>
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<td>17.</td>
<td>Ross Stanger</td>
<td>Personality.</td>
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<td>18.</td>
<td>Skinnor</td>
<td>Educational Psychology.</td>
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<td>19.</td>
<td>Spinthal</td>
<td>Educational Psychology.</td>
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Course Code: BED15103  
Course Title: Population and Gender Education  
M. Marks 80

Unit I  
**Population Education and Population Dynamics**  
i) Concept, meaning and objectives.  
ii) Need and Importance  
iii) Distribution & density  
iv) Population composition – Age, Sex, Rural/Urban.  
v) Factors affecting Population growth – fertility, mortality & migration

Unit II  
**Population Education in Schools**  
i) Scope of population education in school  
ii) Methods & approaches: Inquiry approaches, observation, self study, discussions assignments.  

Unit III  
**Gender Studies**  
i) Concept , need and scope of gender studies  
ii) Gender studies as an academic discipline  
iii) Gender, economy and work participation  
iv) Gender, globalization and education

Unit IV  
**Issues of Indian Women**  
i) Women education: need, importance and problems  
ii) Co-education- its educational implications  
iii) Education of girl child in India: present status and challenges ahead  
v) Kasturba Gandhi Balika Vidyaliya  
v) Girls education in SSA and RMSA

**Reference:-**  
1. U. K. Singh & S. N. Sudershan  
2. A. Bhatia  
   Population Education Ankar Publishing Tajpur Road, Ludhiana  
3. M. V. Lakhmi Reddy  
4. Women and Globalisation Sushma Srivaskar Common Wealth publishers  
5. Gender Inequality & Women Empowerment; Anil Kumar Thai Axis Books Pvt. Ltd.  
6. Gender Mainstreaming and issues S. Barik Adhyayan publishers & distributors  

Course Code: BE15104
Course Title: Inclusive Education

M. Marks 80

Unit I
Exceptionality
i) Meaning, significance and scope.
ii) Levels of intervention: Preventive, remedial and compensating.
iii) Special education: Meaning, significance and scope.

Unit II
Categories of Special Children
i) Physically challenged: Visually and Hearing impaired.
ii) Mentally Retarded
iii) Gifted

(With special reference to causes, characteristics and educational measures)

Unit III
Inclusive Education
i) Historical background of inclusive education.
ii) Principles of inclusion and necessary resources.
iii) Inclusion, integration and mainstreaming.

Unit IV
National initiatives
i) Integrated education for disabled children (IEDC, 1974)
ii) Rehabilitation Council of India (1992)
iii) Sarva Shiksha Abhiyan (SSA 2000)
iv) National Curriculum Framework (NCF, 2005)

Reference:-
5. Education of Children with Special needs G. Lokanandha Reddy, R. Ramar, A. Kusuma
6. Educating Exceptional Children S. K. Mangal
7. Special Education Parveen, A.
Course Code: BED15105  
Course Title: Environmental Education  
M. Marks 80

Unit I
Environmental Education
i) Meaning, scope and importance of environmental education.
ii) Objectives of Environmental Education
iii) Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

Unit II
Environmental Concerns
i) Causes and consequences of environmental degradation
ii) Air pollution: causes consequences and remedies
iii) Water pollution: causes, consequences and remedies
iv) Deforestation and its implications suggest some remedial measures

Unit III
Environmental Awareness
ii) Programmes of environmental education for attitude changes among the children with special reference to Save Dal, Save Hangul, Save Tiger Project.
iii) Chipko movement.

Unit IV
Man and Environment
i) Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
ii) Concept of hazard, disaster and vulnerability.
iii) Natural Disasters: Floods, Flash floods, Drought, Earthquakes, Cloudbursts and Landslides

REFERENCES:
2. George, Martin and Turner, Environmental Studies U.K. Blond Education
4. NCERT (1981) Environmental Education at school level

INT 1: School Internship
The Internship will be observed as per the following schedule

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<tr>
<th>INT 1</th>
<th>Activity</th>
<th>Duration</th>
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<td>a) Aganwadi (neighbouring centre)*</td>
<td>3 days</td>
<td>Int.</td>
<td>40</td>
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<tr>
<td>b) Nursery School (Observation of 5 Lessons)*</td>
<td>3 days</td>
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<tr>
<td>c) Pre-School (Observations of 5 Lessons)*</td>
<td>3 days</td>
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<tr>
<td>d) Elementary School (Middle)* (Observation of 5 Lessons)</td>
<td>3 days</td>
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*Activities to be recorded in the Reflective Journal (RJ)
**Scheme and Course structure for Two year B.Ed Programme 2nd semester effective from academic session 2015 and onwards**

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<td>BED15205</td>
<td>Teaching of:- English/Urdu/Hindi/Punjabi/Kashmiri/Arabic</td>
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**Internship: 2 School Internship cum Microteaching**

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<td>b) Microteaching – Major Skills</td>
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Course Code: BED15201
Course Title: Development of Education System in India

M. Marks 80

Unit I  Education in Ancient & Medieval India
  i) Vedic Education
  ii) Buddhist Education
  iii) Muslim Education
  Detailed description of Salient features, Objectives, Curriculum, Methods of Teaching,
  Role of Teacher of these systems of Education

Unit II  Education in British India
  i) Macaulay’s Minutes (1835)
  ii) Wood’s Dispatch (1835)
  iii) Education Commission (1882)
  iv) Sargent Report (1944)
  (With special reference to their major recommendations)

Unit III  Education in Post-independence Era
  i) Bhagwan Sahai Committee Report (1972)
  ii) Secondary Education Commission (1952-53)
  iii) Indian Education Commission (1964-66)
  v) National Curriculum Framework (NCF-2005)
  (With special reference to their major recommendations)

Unit IV  Problems & Issues
  i) Universalization of Elementary Education
  ii) Open & Distance Learning (ODL)
  iii) Education of Weaker Sections

References:
1. Doughlass Trends and Issue in Sec. Education
2. King World Perspective in Education.
3. Ganai & Bhat Development of Education Systems in India
   Dilpreet Publishing House, New Delhi.
4. Heinz Sunker Policies, Sociology and Economics of Education:
   interdisciplinary and comparative perspectives.
5. Lanereys Encyclopedia of Education problems ideas and ideologies
7. Dayal, B. The Development of Modern India Education.
   (New-Delhi! Orient Longman’s Ltd. 1965)
   (Ambla Cantt; International Book agency 1979)
9. Hughes A.G and Hughes,C. Current problems in India Education.
   (Punjab! Kitab Ghar, Jullindar)
10. Kohli Problems of Indian Education.
11. Kocher S.K Pirotal issues in indian Education.
12. Mukherji S.N. History of Education in Inida. (Baroda; Achary Book Depot, 1966)
   Macmillion and co; Ltd, 1964.
16. Ruhela, S.P. (Ed) Social- Determinatins of Educability in India-papers in
   the sociological context of Indian Education.
   (New-Delhi! Jam Bros; 1969)
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<td>18.</td>
<td>Sawak, N.S</td>
<td>Current problems in Indian Education.</td>
<td>Punjab! Kitab Ghar Jullindar</td>
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<td>19.</td>
<td>Singh, R.P.</td>
<td>Non-Formal Education-an alternative to Formal system</td>
<td>New-Delhi; Bihari Publications Pvt; Ltd. 1979</td>
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<td>20.</td>
<td>Rather, A.R.</td>
<td>Development of Education System in India</td>
<td>Discovery Publishing House New Delhi</td>
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Course Code: BED15202
Course Title: Educational Guidance and Counseling

Unit I
Guidance

i) Concept, Type – Educational, Vocational, personal.
ii) Aims and Basic principles
iii) History of Guidance Movement in U. K. and India

Unit II
Foundation of Guidance

i) Philosophical and Socio-cultural Foundations
ii) Psychological Foundation
iii) Relevance of Intelligence and Personality tests

Unit III
Organization of Guidance Service

i) Purpose of Organization
ii) Principles of Organization
iii) Guidance services at Elementary level.
iv) Guidance services at Secondary level.

Unit IV
Counseling

i) Meaning and Purposes
ii) Steps involved in counseling
iii) Qualities of a Counselor.
iv) Directive and non-directive theories of counseling.

Suggested Readings:

5. Patterson, Counseling and Psychotherapy (New York: Harpe, 1954)
9. Hoppock, W, Occupational Information.
10. Donald, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
Course Code: BED15203  
Course Title: Educational Technology and ICT  
M. Marks 80

Unit I  
**Educational Technology**

i) Historical development of educational technology

ii) Meaning, objectives and scope.

iii) Approaches to Educational Technology

a) Hardware and Software,

b) Multimedia and Mass-media

iv) Forms of educational technology

- Teaching technology
- Behavioural technology
- Instructional technology.

Unit II  
**Teaching Learning Aids & Instructional Objectives**

i) Teaching Learning aids:

a) Meaning & Significance

b) Types – Projected & Non-Projected.

Radio & TV – Educational use.

ii) Taxonomy of Educational objectives – Cognitive, Affective & Psychomotor domains.

Unit III  
**Innovations in Teaching**

i) Microteaching-meaning, steps, phases merits and demerits

ii) Role of supervisor and major skills of microteaching

iii) Simulated Teaching-meaning, steps, types, advantages and disadvantages

iv) Programmed Learning- meaning, characteristics and principles

v) Types of programmed learning-linear and branching

Unit IV  
**ICT in Education**

i) Information and communication technology: Concept, need and scope.

ii) ICT inputs in education.

iii) Project based learning

iv) Computer assisted learning

References:


16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar
Course Code: BED15204
Course Title: Teacher Education

Unit I
Introduction to Teacher Education
i) Concept, need and significance of teacher education
ii) Historical development of teacher education in India
   ➢ Pre-independence- ancient, medieval and British period
   ➢ Post-independence
iii) Recommendations of the following commissions and committees towards teacher education:
   ➢ National commission on teachers-(1983-85)
   ➢ NCFTE-(2009)

UNIT II
Teaching Profession and Teacher
i) Professional traits of a teacher- teacher as a manager, facilitator and counselor
ii) Techniques of teacher preparation
   ➢ Team teaching- History, meaning and definitions, categories, advantages and disadvantages
   ➢ Flander’s Interaction Analysis Model

UNIT III
Role of professional organizations
i) District Institutes of Education and Training (DIET’s)
ii) State Institute of Education (SIE’s)
iii) State Council of Educational Research and Training (SCERT)
iv) National Council of Teacher Education (NCTE)
v) With special reference to composition and functions

UNIT IV
Evaluation of Teachers
i) Need for evaluation of teachers
ii) Tools for teacher evaluation-questionnaire and rating scale
iii) Modes and Models of evaluation (product and process model)

References:
1. Adaval, S. B. Quality of Teacher (Allabad)
2. Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
3. Ahiya, R. L. The Teacher of Teacher (New York)
5. Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
Course Code: BED15205  
Course Title: Teaching of English  
M. Marks 80

Unit I  
**Position of English Teaching**  
i) The Position of English in India  
ii) The Objectives of teaching English as a 2nd language at Secondary level  
iii) Principles of teaching English – Psychological, linguistic & Pedagogical  
iv) Direct method  
v) Structural Approach  
vi) Communicative method  
vii) Bilingual Method

Unit III  
**Understanding Language Skills**  
i) Knowing listening and speaking  
ii) Teaching listening and speaking through activities  
iii) Reading through different types-silent/loud, extensive and intensive  
v) Developing writing skill through classroom activities  
v) Defects in reading and writing skills and their remedial measures  
vi) Learning to evaluate all skills

Unit III  
**Teaching of Prose and Poetry**  
i) Teaching of Prose and Lesson planning  
ii) Teaching of poetry and lesson planning  
iii) Criteria of a good language test  
v) Type of language Tests.

Unit IV  
**Content**  
i) Determiners, auxiliaries & Models  
ii) Phrases, Verbs, Adverbs, Prepositions & Connectors  
iii) Tenses & Clauses  
v) Active & Passive Voice  
vi) Punctuation  
vii) Rhyme & Rhythm  
ix) Alliteration & Pun

Reference:
1. R Quirk and S Greenbaum (Longman): A University Grammar of English  
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler: A Training Course for TEFL (ELBS/ OUP)
5. Francoise Grellet : Developing Reading Skills (C.U.P.) Françoise Grellet  
7. F.L.Bilows : The Techniques of Language Teaching (Longman)  
8. Wilga Rivers : Teaching Foreign Language Skills (University of Chicago Press);  
9. John Haycraft : Introduction to English Language Teaching (Longman)  
10. Donn Bryne : Teaching Writing skills (Longman)  
11. W.R.Lee : Language Teaching Games and Contests (O.U.P.)  
13. H.G. Widdowson : Teaching writing as Communication (O.U.P.)  
16. C J Brumfit : Problems and Principles in English teaching (Pergamon)  
17. C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);  
18. Jane Willis : Teaching English through English (A Course in Class Language and Techniques) (ELBS)  

Course Code: BED15205
Course Title: Teaching of Urdu

M. Marks 80

Unit I  
**Position and methods of Urdu Teaching**
i) Origin and development of Urdu language  
ii) Objectives of teaching Urdu at elementary & secondary levels  
iii) Translation method  
iv) Direct method  
v) Structural approach  
vi) Communication approach

Unit II  
**Understanding Language Skills**
i) Describe listening, speaking, reading and writing skills  
ii) Teaching listening and speaking through activities  
iii) Reading through different types-silent/loud, extensive and intensive  
iv) Developing writing skill through classroom activities  
v) Defects in reading and writing and their remedial measures  
vi) Learning to evaluate all skills

Unit III  
**Teaching of Prose and Poetry**
i) Teaching of Prose and Lesson planning  
ii) Teaching of poetry and lesson planning  
iii) Criteria of a good language test  
iv) Type of language Tests.

Unit IV  
**Content**  
(History and Development of Urdu literature)  
i) important literary trends and movements of Urdu: Fort William College, Sir Syed Tehreek, Tarraqi Pasand Tehreek, Jadeedyat  
ii) Main schools of thought-Dabistan-i-Delhi, Dabistan-i-Lucknow  
iii) Definition and history of main Urdu genres: Ghazal, Nazm, Afsana, Novel.
### Course Code: BED15205
### Course Title: Teaching of Kashmiri

#### M. Marks 80

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Position and Methods of Kashmiri Teaching</th>
</tr>
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<tbody>
<tr>
<td>i)</td>
<td>Origin and development of Kashmiri language.</td>
</tr>
<tr>
<td>ii)</td>
<td>Objectives of teaching of Kashmiri at elementary &amp; secondary levels.</td>
</tr>
<tr>
<td>iii)</td>
<td>Problems of teaching of Kashmiri</td>
</tr>
<tr>
<td>iv)</td>
<td>Direct method</td>
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<td>v)</td>
<td>Structural Approach</td>
</tr>
<tr>
<td>vi)</td>
<td>Communicative Method</td>
</tr>
</tbody>
</table>

#### Unit II | Understanding language and Skills

| i)     | Kashmiri Phonology; Vowels and consonants. |
| ii)    | Kashmiri Script |
| iii)   | Reading through different types-silent/loud, extensive and intensive, reading with comprehension |
| iv)    | Essay Writing |
| v)     | Letter Writing |

#### Unit III | Teaching of Prose and Poetry

| ii)    | Teaching of Prose and Lesson planning |
| iii)   | Teaching of poetry and lesson planning |
| iv)    | Criteria of a good language test |
| v)     | Type of language Tests. |

#### Unit IV | Content

(History and Development of Urdu literature)

- i. Ghazal, Nazm, Afsana, Novel, Dastan
- ii. Sufism and progressive movements
Course Code: BED15205
Course Title: Teaching of Hindi

M. Marks 80

Unit I: Position and Methods of Hindi Teaching

i) Origin and development of Hindi language
ii) Objectives of teaching Hindi at elementary & secondary levels
iii) Role of Hindi as a link language in India
iv) Problems of Hindi Teaching
v) Translation method
vi) Play way method
vii) Direct method
viii) Structural approach

Unit II Reading & Writing

i) Meaning and Importance of Reading
ii) Types of reading silent/loud, extensive & intensive,
iii) Reading defects and their cure.
iv) Quality of good handwriting.
v) Defects in writing skills and their improvement.

vi) Essay writing/Letter writing

Unit III Teaching of Prose and Poetry

i) Teaching of Prose and Lesson planning
ii) Teaching of Poetry and lesson planning
iii) Concept and meaning of evaluation
iv) Criteria of a good language test
v) Error analysis and remedial teaching

Unit IV: Content

ii) Definition & Kinds of Nouns & Adjectives.
iii) A detailed description of the life & contribution of Kabir & Tulsi
iv) Study of the following:
   a) Kabir’s Dohe (7th & 9th Grade Texts)
   b) Mekadevi’s Murjaya Phool (7th Grade Text)
   c) Giloo (Story) – (8th Grade Textbook)
   d) Nilakant-(10th Grade Text)
Course Code: BED15205
Course Title: Teaching of Punjabi

M. Marks 80

Unit I: Position of Punjabi Teaching
i) Origin and development of Punjabi – its dialects.
ii) Importance of Punjabi as a regional language
iii) Objectives of teaching Punjabi at Elementary & secondary levels.
iv) Translation method
v) Play way method
vi) Direct method
vii) Structural approach

Unit II Reading & Writing
i) Meaning and Importance of Reading
ii) Types of reading silent/loud, intensive & extensive,
iii) Reading defects and their cure.
iv) Defects in writing skills and their improvement.
v) Essay writing/Letter writing

Unit III Teaching of Prose and Poetry & Evaluation
i) Teaching Prose & Lesson planning
ii) Teaching Poetry and lesson planning
iii) Concept and Meaning of Evaluation
iv) Criteria of a good language test
v) Types of language tests.

Unit IV: Content
i) Detailed description of life and works of Baba Fareed and Amrita Preetam
ii) Folk songs and its importance
iii) Nouns & its Kinds
iv) Adjective & its Kinds
v) Phrases & idioms.
Course Code: BED15205
Course Title: Teaching of Arabic

M. Marks 80

Unit – I  
**Position and Methods of Arabic Teaching**
i) Origin and development of Arabic language  
ii) The position and role of Arabic in India  
iii) The objectives of teaching Arabic at elementary and secondary levels  
iv) Translation method  
v) Direct method  
vi) Structural approach  
vii) Bi-lingual method

Unit – II  
**Reading and Writing**
i) Meaning and importance of reading  
ii) Loud/ silent, intensive/ extensive readings  
iii) Elementary knowledge of Arabic script  
iv) Teaching of alphabets and their shapes  
v) Qualities of good hand writing  
vi) Defects in writing skills

Unit – III  
**Teaching of Prose and Poetry**
i) Teaching of prose and lesson planning  
ii) Teaching of poetry and lesson planning  
 iii) Concept and meaning of evaluation  
iv) Criteria of a good language test  
v) Error analyses and remedial teaching  
vii) Types of language tests

Unit – IV  
**Contents**
i) The sun letters and the moon letters  
ii) Prepositions, pronouns and demonstrative pronouns  
iii) Adjectival phrases  
v) Possessive phrases  
v) Nominal sentences  
vii) Conjugation of trilateral verbs

Books Recommended:
2. K. V. V. Narsimah Rao: Essentials of Second Language Teaching; Central Institute of Indian Languages, Mansagangotri, Mysore, India, 2000  
3. Richards and Rodgers: Approaches and Methods in Language Teaching  
7. A practical approach to the Arabic language Wali Akhtar  
8. Essential I. A. Faynan  
9. Teach Yourself Arabic S. A. Rahman  
10. Arabic Made Easy Abul Hashim  
11. Let’s Speak Arabic S. A. Rahman


14. Mohammad Abu Al-Fadl Ahmad: Teaching Arabic Language for Foreigners, Islamic Educational, Cultural and Scientific Organization, Rabat, Morocco 2003

15. Muhammad Abul Qader Ahmad: Teaching Arabic Language to Students, Cairo - Ministry of Education


17. Mohamed Abd Al-Qader Ahmed: Teaching Arabic Language for Foreigners, Cairo, Egypt - Al-Nahda Publishing

18. Mohamed Ali Al-Husari: Grammar and Teaching Arabic Language, University of the Mediterranean, Dakhla

19. D. Sheehy Al-Awam: Arabic Language Teaching Methods, Sharaalshiksh, Delhi (India)

20. The Doctor Goodt Al-Rakah: Teaching Arabic Language, Damascus, Syria

21. Al-Arabi, Mohamed Abulkhaira: Arabic Language Teaching Methods, Egyptian Ministry of Education, Arabic Language Department, Beirut, Lebanon 1956 (1)


23. Book: Abd Al-Rahman Al-Mansouri

24. Book: Abd Al-Rahman Al-Mansouri

INT2: School Internship cum Microteaching

(a) School Internship
(b) Micro-Teaching – Major Skills

<table>
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<td>B) Micro-Teaching</td>
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*Activities to be recorded in the Reflective Journal (RJ)
**Scheme and Course structure for**  
**Two year B.Ed Programme 3rd semester effective from academic session 2016 and onwards**

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<td>School Management</td>
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<td>20</td>
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<td>BED15302</td>
<td>Educational Measurement &amp; Evaluation</td>
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<td><em>Bio-Science/Physical Science/History &amp; Civics/Geography/Mathematics</em></td>
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**Internship: 3 School Internship cum Practice of Teaching**

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<td>c) Teaching Practice – 2 Paper (303)</td>
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<td>60</td>
<td>40</td>
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Course Code: BED15301  
Course Title: School Management  
M. Marks 80

Unit I  
School Management – Detailed Conceptual Clarity  
i) Background, Objectives, Levels and Characteristics.  
ii) Principles, Scope and Functions of School Management.  
iii) Constituents of Educational Management – Planning, Organizing, Controlling, Administration and Supervision.

Unit II  
Institutional Planning and Role of Head of the Institution  
i) Institutional Planning – Objectives, Characteristics, Role of Educational Administrator  
ii) The School Plant – Principle of Designing School Building  
iii) Head of the Institution – Qualities, Responsibilities and Functions.

Unit III  
Management Related Activities in Education  
i) Discipline – Meaning, Significance, Objectives and Role of Teacher, Causes for Indiscipline and Suggestions to Overcome Indiscipline.  
ii) Time Table – Meaning, Principles, Importance, Objectives and Construction  
iii) School Records and Registers: Types and Need, Maintaining School Records: Different Types of Records and Registers Viz. Teacher Diary, Cumulative Record Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock Register.

Unit IV  
Staff Development and Control Managements  
i) Staff Development – Meaning, Objectives & Kinds  
ii) Teacher Behaviour – Development of teaching skills  
iii) Control Management – Meaning, Types and Objectives, Role of Central and State Bodies – NCERT, NUEPA, SIE, DIET  
(With special reference to their organizational structure and functions)  
iv) Decision Making – Meaning, characteristics, types and Theories.

REFERENCES:  
Course Code: BED15302  
Course Title: Educational Measurement and Evaluation  
M. Marks 80

UNIT I  
Measurement and Evaluation

i) Measurement: concept and definitions
ii) Scales of Measurement: Nominal, Ordinal, Interval and Ratio
iii) Evaluation: concept, need, importance and scope.
iv) Distinction between examination and assessment, measurement and evaluation

UNIT II  
Approaches to evaluation and evaluation tools

i) Formative Evaluation
ii) Summative evaluation
iii) External and internal evaluation
iv) Essay type test: merits and limitations
v) Objective type test: merits and limitations

Unit III  
Criteria of an effective evaluation Tool

i) Validity – Types & Factors affecting the validity
ii) Reliability-Factors affecting reliability
iii) Estimation of reliability- Test-retest and split half methods.

UNIT IV  
Limitation and reform of present system of examination

i) Limitation of present system of examination
ii) Reports of various committees and commissions on examination:
   - Secondary Education Commission (1952-53)
   - Kothari Commission (1964-66)
   - NPE (1986)
   - NCF (2005)
iii) New Trends in Examination Reform: Comprehensive Continuous Evaluation (CCE), Choice Based Credit System (CBCS), Open Book Examination.

REFERENCES:

1. Anastasi, A.  
   Psychological Testing.  

2. Bloom, B. S.  
   Taxonomy of Educational Objectives.  

3. Concept of Evaluation  

4. Examination Reforms  
   New Delhi, University Grants Commission, 1976– A Palm of Action

5. Greeman, F. S.  
   Theory & Practice in Psychological Testing.

6. Pajna, D. H. &  
   Educational & Psychological Measurement. Horris, P. F  

7. Stanely & Hopkin  
   Measurement & Evaluation in Education & Psychology.

8. Thornike, R. L.  
   Measurement & Evaluation in Psychology & Education.

Course Code: BED15303
Course Title: Teaching of Bio-Science

M. Marks 80

Unit I  Background
i) History & nature of Science  
ii) Role & importance in daily life  
iii) Path tracking discoveries & landmark developments in science  
iv) Eminent world scientists, eminent Indian scientists  
(With special reference to Natural Scientists)  
v) Importance & place of Bio-Science in school curriculum  
vi) Objectives, of teaching Bio-Science with special reference to the Tara Davi Seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II  Planning for teaching Bio-Science  
i) Preparation of lesson plans on the basis of standard Principles.  
ii) Preparation & development of improvised apparatus.  
iii) Preparation, selection & use of teaching aids.  
iv) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.  
v) Maintenance of Aquarium.

Unit III  Methods of Teaching  
i) Lecture Method  
ii) Demonstration method  
iii) Demonstration-cum-Discussion method  
iv) Heuristic method  
v) Inductive deductive method  
vi) Project method

Unit IV  Content: Botany and Zoology

Botany
i) Life Processes in Plants.  
iv) Reproduction: Asexual & Sexual Reproduction, Growth and development in plants  
v) Growth regulators: Auxins, Gibberellins, abscise acid.  
vi) Natural resources, renewable and non renewable resources.

Zoology
i) Life Process in human beings  
ii) Nutrition: Feeding mechanism, Digestion and absorption of food  
iii) Respiration in animals and man  
iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation.  
v) Excretion; Structure and functions of kidney. Urine formation.  
vi) Nervous system: Structure of Brain; structure and function of Endocrine system.
Unit I  
**Background**

1. History & nature of Science  
2. Role & importance in daily life  
3. Path tracking discoveries & landmark developments in science  
4. Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)  
5. Importance & place of Physical Science in school curriculum  

Unit II  
**Planning for teaching Physical Science**

1. Preparation of lesson plans on the basis of standard principles.  
2. Preparation & development of improvised apparatus.  
3. Preparation, selection & use of teaching aids.  
4. Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III  
**Methods of Teaching**

1. Lecture Method  
2. Demonstration method  
3. Demonstration-cum-Discussion method  
4. Heuristic method  
5. Inductive deductive method  
6. Project method

Unit IV  
**Content: Physics and Chemistry**

**Physics**

1. Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force-magnitude and direction.  
2. Heat as energy, temperature, transfer of heat thermal expansion & change of state.  
3. Newton’s Law, qualitative concept of relativity, universal law of gravitation, Kepler’s.  
4. Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse wave length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.  
5. Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception of colour, colour blindness, composition of white light, wavelength and colour of light.

**Chemistry**

1. Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)  
2. Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.  
3. Endothermic and exothermic reactions by performing the activities of dissolution of any NH4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H2SO4 in water and neutralization reaction (exothermic) of aq. NaOh by aq. HCL. Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.  
4. Elementary idea of Electro chemical cell and dry cell  
5. Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.
Course Code: BED15303  
Course Title: Teaching of History & Civics  
M. Marks 80

Unit I  
Nature and Scope of Social Sciences  
i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.  
ii) Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.  
iii) Study of Regional History and place of Regional History in teaching.  
iv) Instructional objectives of teaching History at secondary level.

Unit II  
Curriculum in History and Civics  
i) Place of History and Civics in secondary school curriculum  
ii) Approaches to curriculum organization: chronological concentric, topical correlation, curriculum design.  
iii) Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

Unit III  
Methodology of teaching history  
i) Source method  
ii) Project method  
iii) Dalton plan  
iv) Narration method (Story – telling)  
v) Role – play method

Unit IV  
World and Regional History  

World  
i) The First World War : Causes and Consequences  
iii) Non Alignment movement.  
iv) India’s struggle for independence: From the revolt of 1857 to Partition. Post independence developments.

Heritage of India  
i) The land and people, Art and Architecture  
ii) Indian Constitution : Fundamental Rights and Duties  
iii) Government at the State and Central level.

Regional History  
i) Awanti Verman & Lalita Datiya  
ii) Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak  
iii) Haba Khatoon & Lala Ded.

Reference :  
1. Gunning D: The Teaching of History  
2. Aggarwal, J.C : Teaching of History  
4. Chaudhary, K.P. : Effective Teaching of History in India  
7. The curriculum for the ten year school : NCERT, New Delhi  
8. Handbook of History Teachers: NCERT, New Delhi  
9. Harlikar : Teaching of Civics in India  
10. Crary Ryland W : Education for Democrative Citizenship  
11. Michael J.V. : Social Studies for Children in Democracy
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
15. Basham, A.L. : The wonder that was India
17. Collingwood R.G. : The idea of History
18. Mare Block : Historian’s craft
19. Sarkar, J.N. : India through the Ages
20. Mazumdar, Chaudhary and Datta : Advanced History of India
21. Novak and Gowin : Learning How to learn
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children
Course Code: BED15303  
Course Title: Teaching of Geography  
M. Marks 80

Unit I  
Nature and Scope of Geography

i) Meaning, nature, scope and structure of geography  
ii) Correlation of geography with other social sciences- History, Civics, & Economic  
iii) Importance of Geography in day to day life and its role in international understanding  
iv) Study of home region and place of local Geography in teaching  
v) Instructional objectives of teaching Geography at secondary level

Unit II  
Instructional Planning

i) Methods: Lecture, Demonstration, Inductive and Deductive, Observation Project and Problems solving.  
ii) Content Analysis, Writing objectives in behavioral terms.  
iii) Lesson planning: Meaning, significance, principles and steps involved in planning a geography lesson.

Unit III  
Learning Resources

i) Importance and use of: Maps, Globe, Models, Graphs, Atlas, Satellite, Imaginaries and Computer  
ii) Geography Laboratory: Its need, importance and instruments  
iii) Characteristics of a geography textbook

Unit IV  
Content (General and Local Geography)

General Geography:

i) Latitudes and longitudes  
ii) Atmosphere – Composition and structure  
iii) Lithosphere – Major relief features  
v) Hydrosphere – Relief of the ocean floor  
v) Biosphere – Interrelationship between man with atmosphere, lithosphere and hydrosphere.  
vi) Population – Growth, distribution and density

Geography of J & K:

i) Climate  
ii) Forests  
iii) Tourism  
v) Demographic Features

Reference:
2. Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi  
3. UNESCO : Source Book of Teaching Geography  
4. B C Rai : Methods of Teaching of Economics  
5. N. Hasen : Teachers Manual in Economics  
6. S. K. Kochhar : The Teaching of Social Studies  
8. H.L. Ahuja : Parambhik Aarthik Siddhant  
9. Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan  
10. Our Economy- An introduction : NCERT, New Delhi  
11. General Geography : NCERT, New Delhi  
12. O. P. Verma : Teaching of Geography  
13. B.D. Shaida : Teaching of Social Studies (Hindi)  

Course Code: BED15303
Course Title: Teaching of Mathematics M. Marks 80

Unit I Mathematics – Historical Background
i) Meaning of mathematics
ii) History of Mathematics
iii) Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujan.
iv) Contribution of Euclid, Pythagoras, Rene-Descartes.

Unit II Methodology
i) Inductive & Deductive
ii) Analytical & Synthetic
iii) Heuristic, project and laboratory
iv) Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

Unit III Instruction in Mathematics
i) Meaning and importance of a lesson plan
ii) Performa of a lesson plan and its rationality
iii) Meaning and purpose of a unit-and-unit plan and an yearly plan
iv) Developing low cost improvised teaching aids relevant to local ethos
v) Maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit IV Content – I
i) Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
ii) Linear Equation of one and two variables
iii) Rational Expression & Quadratic equation
iv) Ratio & Proportion and Factors

Content – II
i) Circle & Geometrical Constructions
ii) Statistics: Mean, Median, Mortality table, cost of living index and price index.
iii) Sets & surds.
INT3: School Internship cum Practice of Teaching

(a) School Internship
(b) Teaching Practice-1 Paper
(c) Teaching Practice-2 Paper

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<td>(10 on spot lesson + 8 observation lessons of</td>
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<td>peers and 2 Criticism lessons)</td>
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<td>(10 on spot lesson + 8 observation lessons of</td>
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<td>peers and 2 Criticism lessons)</td>
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<td></td>
<td></td>
<td>60</td>
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Scheme and Course structure for
Two year B.Ed Programme 4th semester effective from academic session 2016 and onwards

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Marks</th>
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<tbody>
<tr>
<td>BED15401</td>
<td>Language Competence &amp; Communication Skills</td>
<td>4</td>
<td>80 20</td>
</tr>
<tr>
<td>BED15402</td>
<td>Peace and Value Education</td>
<td>4</td>
<td>80 20</td>
</tr>
<tr>
<td>BED15403</td>
<td>Any one of the following:</td>
<td>4</td>
<td>80 20</td>
</tr>
<tr>
<td></td>
<td>J) Essentials of Instructional Technology</td>
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<td></td>
<td>K) Physical and Health Education</td>
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<td>L) Creativity and Education</td>
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<td>M) Curriculum Development</td>
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<td></td>
<td>N) Home Science and Education</td>
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<td>O) Comparative Education</td>
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<td>P) Linguistics &amp; Education</td>
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<td>Q) Elementary Computer Education</td>
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<td>R) Distance Education</td>
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<td></td>
<td>S) Project Work</td>
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Internship: 4 School Internship cum Practice of Teaching

<table>
<thead>
<tr>
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<th>Description</th>
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<tr>
<td>INT 4 a)</td>
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<td>2</td>
<td>30 20</td>
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<tr>
<td>b)</td>
<td>Teaching Practice – 1 Paper (205)</td>
<td>4</td>
<td>60 40</td>
</tr>
<tr>
<td>c)</td>
<td>Teaching Practice – 2 Paper (303)</td>
<td>4</td>
<td>60 40</td>
</tr>
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Course Code: BED15401
Course Title: Language Competence and Communication

M. Marks 80

Unit I Role of language

i) Language: concept, importance and linguistic principles.
ii) Language and society: language and gender; language and identity;
language and power
iii) Language in school: Home language and school language; language
across the curriculum; language and construction of knowledge;
difference between language as a school- subject and language as a
means of learning and communication; multilingual classrooms.

Unit II Position of languages in India

i) Constitutional provisions and policies of language in education(Articles 343-
351, 350A)
iii) National curriculum frame work- 2005 with special reference to language education

Unit III Descriptive Grammar

i) Tenses: simple tense, narration, use of simple present for demonstration and
commentaries, present perfect, present perfect continuous, present continuous
also indicative of future action.

ii) Simple past: past time reference, past perfect, past perfect continuous

Unit IV Literature

i) R. K. Narayan
ii) Rabindhanath Tagore
iii) Leo Tolstoy

(Read and review one book of each writer)

Reference:
   RAI publishing Company
   New Delhi-110002
   Publication Ludhiana.
5. A run Kornue – Communication Skills
6. Linguistics & Phonetics Bareilly Publication
7. George Yule – Linguistics & Phonetics
   Ltd. Sultan Bajar, Hyderabad
    Professional and Humane Teacher
    Ltd, Hyderabad, New Delhi (3rd Edition)
    publication
    Ltd.

Course Code: BED15402
Course Title: Peace and Value Education

Unit I Introduction of Peace Education
i) Meaning concept and need of peace education
ii) Peace as a universal value
iii) Aims and objectives of peace education
iv) Role of social agencies: Family, Religion, Mass Media, Community, School, NGO’s, Government agencies in promoting Peace Education.
v) Current status of Peace Education in present scenario.

Unit II Peace Education and its Challenges
i) Peace Education for national and international integration.
ii) Challenges to peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.

Unit III Sources and Classification of Values
i) Nature and sources of Values, Biological, Social, Psychological and Ecological.
ii) Classification of Values into various types, Material, Social, Moral and Spiritual Values.
iii) Role of Education in realizing these values.

Unit IV Human Rights and Fundamental Rights
i) Historical Background of Human Rights.
ii) Fundamental Rights as included in Indian Constitution.
iii) Human Rights Protection in Indian Constitution.

Reference:
Course Code: BED15403J
Course Title: Essentials of Instructional Technology

Unit I  
Teaching & its Models  
i) Concept and Characteristics of teaching  
ii) Phases of teaching: Pre-active, Interactive and Post-active  
iii) Models of teaching: Definition, elements and classification  
iv) Concept Attainment Model (J. Bruner)

Unit II  
Teaching Devices  
i) Teaching Devices  
ii) Meaning & Importance  
iii) Home Assignment, Discussion, Dramatization.  
iv) Illustration, Lecturing, Narration.  
v) Observation, Source Method, Story Telling  
vi) Study habits & Supervised Study.

Unit III  
Lesson Planning  
i) Meaning & Significance of lesson planning  
ii) Approaches to Lesson planning.  
   a) The Herbartian Steps.  
   b) Gloverian approach.  
iii) Knowledge lesson, Skill lesson & Appreciation lesson.

Unit IV  
Understanding Teaching Methods  
i) Problem Solving Method  
ii) Dalton Plan  
iii) The Project Method  
iv) Heuristic Method.

References:
16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar)
## Course Details

**Course Code:** BED15403K  
**Course Title:** Physical and Health Education  
**M. Marks:** 80

### Unit I: Physical Education
- i) A brief historical survey of physical education in India during Aryans, Epic, Buddhist, Muslim and British period.
- ii) Meaning, aims & Objectives of Physical education.
- iii) Foundation of Physical education.
- iv) Concept of Physical fitness.

### Unit II: Health Education
- i) Meaning and Definition
- ii) Aims & Objectives
- iii) School Health Programmes
- iv) Health Hazards – Drugs, Alcohol and smoking.

### Unit III: Psychological Basis
- i) Psycho – Physical unity of man
- ii) Impulses, drives and urges
- iii) Play-its meaning and definitions
- iv) Role of play in Education

### Unit IV: Games and their Organization
- i) Working rules and laws on the following games
  - a. Football  
  - b. Volley ball  
  - c. Cricket  
  - d. Hockey  
  - e. Badminton  
  - f. Gymnastics
- ii) Organizing different kinds of tournaments and fixtures
Course Code: BED15403L  
Course Title: Creativity & Education  

Unit I  
Structure of Ability  
i) Meaning and Concept of intelligence  
ii) Major Theories of intelligence  
iii) Some tests of intelligence (verbal, Non-verbal & Performance)  

Unit II  
Conceptual framework of Creativity Thinking.  
i) Nature and Meaning of Creativity  
ii) Creativity as a process.  
iii) Theories of Creativity  

Unit III  
Identification of Creativity Talent.  
i) Measurement of Creativity  
ii) Personality Characteristics of a Creative child  
iii) Personality Characteristics of a Creative person.  

Unit IV  
Development of Creativity  
i) Creativity in Teaching and learning.  
ii) Different methods to foster creative Thinking  
a) Creative problems – solving  
b) Brain storming  
c) Synectics.  

References:  
2. Gowan, J. C. Dewas Creativity & its Educational Implication.  
5. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)  
6. Rather, A. R. Creativity: Its Recognition and Development (Sarup & Sons; New Delhi)  
7. Sharma, K. N. Dynamics of Creativity.  

Course Code: BED15403M
Course Title: Curriculum Development

M. Marks 80

Unit I
Curriculum Process
i) Meaning of Curriculum
ii) Aims and Functions of Curriculum
iii) Curriculum Objectives- Bloom’s Taxonomy
iv) Determinants-Philosophical, Psychological and Sociological

Unit II
Designing the Curriculum
i) Principles of Curriculum Construction.
ii) Selection of Contents for Curriculum for different stages of education;
   - Pre-primary school curriculum
   - Primary school curriculum
   - High and Higher secondary curriculum.
iii) Core-curriculum; problems and implications

Unit III
Types of Curriculum
i) Subject centered curriculum
ii) Child Centered curriculum
iii) Activity centered curriculum
iv) Integrated curriculum
v) Correlated curriculum

Unit IV
Curriculum Evaluation
ii) Types of evaluation (Formative, Summative and Diagnostic)
iii) Measurement Instruments (Interview, Questionnaire, Observation) Types, merits and demerits.

References:
1. Bloom, B. S. Taxonomy of Educational Objectives
2. Kelly, A. V. The Curriculum: Theory & Practice
4. Mehdi, B. Effective Use of School Curriculum – An introduction
5. Mehdi, B. Curriculum in Transaction
6. Taba, H. Curriculum in Transaction
Course Code: BED15403N
Course Title: Home Science and Education
M. Marks 80

Unit I
History and Theories
i) History and development of Home Science in formal/ Non formal and extension education
ii) Theories and practices of programme/ curriculum planning and development

Unit II
Development
i) Child development ---- stages and principles
ii) Principles and theories of human development
iii) Early childhood care and development ---- emerging trends
iv) Development problems and disabilities during childhood and adolescence.

Unit III
Food and Nutrition
i) Fundamentals of Nutrition
ii) Food Groups, Macro and Micro Nutrients
iii) Human nutritional requirements
iv) Food preservation, food preparation, food processing

Unit IV
Home Management
i) Concept of Home Management, System approach to family.
ii) Family resources --- management of resources like time, energy and money.
iii) Concept of communication in process and its importance in family.
iv) Principles of clothing, Socio-Psychological aspects of clothing.
v) Clothing Construction --- basic principles of drafting
Course Code: BED15403O
Course Title: Comparative Education

M. Marks 80

Unit I
Introduction to Comparative Education
i) Meaning and purpose.
ii) Scope of comparative education.
iii) Objectives of comparative education.
iv) Advantages and limitations.

Unit II
Factors influencing the educational system of country
i) Political.
ii) Religious
iii) Economical
iv) Geographical

Unit III
Current Trends in World Education
i) Peace and value education
ii) Globalization of education/borderless education
iii) High quality teachers.
iv) E-Learning.

Unit IV
Comparison of teacher education system
i) India.
ii) UK.
iii) USA
iv) China.
(With special reference to elementary and secondary education)

Suggested Readings:

1. Altabach Comparative Education
5. Hans, N. Comparative Education.
### Course Code: BED15403P  
### Course Title: Linguistics & Education  
### M. Marks 80

| Unit   | i) Introduction to Linguistics and its relation to other disciplines like Education Psychology and Literature.  
|        | ii) Concept of Human Natural Language. Design Features of Language.  
|        | iii) Speech Vs. Writing.  
|        | v) Saussurian Dichotomies. Chomsky’s competence and Performance.  
| Unit II| i) Scope and Branches of Phonetics.  
|        | ii) Consonants, Vowels and their Classification.  
|        | iii) Concept of Phonology, Phoneme, Phone and Allophone.  
|        | iv) Concept of Morphology, Morpheme, Morph and Allomorph.  
|        | v) Prefixes, Suffixes and Infixes. Inflection Vs. Derivation  
| Unit - III| i) Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD)  
|          | ii) Stages of Language Acquisition.  
|          | iii) Mother Tongue, Second Language and Foreign Language.  
|          | ii) Language and Education  
|          | iii) Methods and Strategies in Language Teaching.  
|          | iv) Lexicography, Translation and Stylistics.  
|          | v) Computational, Forensic and Clinical Linguistics.  


Course Code: BED15403Q
Course Title: Elementary Computer Education

Unit I  Computer Fundamentals
i) Introduction to Computers
ii) Parts of Computers (Hardware/Software, Input output devices)
iii) Computer Generations, Classification of Computer
iv) Applications of Computers

Unit II  Computer Programming, Basic constructs
i) Computer Languages
ii) Steps in Programming
iii) Algorithms & Flow Charts

Unit III  Operating System and Introduction to Computer Applications
i) Types of Operating System – Dos, UNIX, WINDOWS.
ii) Brief introduction of Window
iii) Utility & application of software.
iv) Word Processing
v) Spread Sheets
vi) Presentation Software

Unit IV  Introduction to Computer Networking
i) Applications and Features of Internet
ii) How does internet work, getting connected to Internet
iii) Introduction to e-commerce

Course Code: BED15403R
Course Title: Distance Education

M. Marks 80

Unit I  Philosophical & Historical perspective
i) Philosophical foundations of distance education
ii) Historical Perspectives
iii) Growth of Distance learning System
iv) Historical Development of Distance Education in J & K state.

Unit II  Distance Education
v) Distance Education: Meaning and Significance
vi) Goals and Objectives of Distance Education
vii) Distance Education: An academic discipline. Its need and importance

Unit III  Self Learning Material (SLM) in Distance Education
i) Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
ii) Self learning material: Meaning, Scope, Importance and Characteristics.
iii) Types of SLM in distance education (print and non print) Course design-need assessment, planning of SLM

Unit IV  Current Trends in Distance Education

Issues
i) Issues in Distance Education-quantity, quality, relevance and effectiveness.
ii) Present status of distance Education system in India with special reference to role of IGNOU

Role of:
i) International council of Correspondence Education
ii) International Council of Distance Education
iii) Common Wealth of Learning
iv) Distance Education Council of India.
Course Code: BED15403S
Course Title: Project Work
Marks: 100

Project Work. It shall be carried out on the following themes:

1. Critical appraisal of any three text books.
2. Review of two books written on any theme in Education other than texts.
3. Review of 10 articles written in Education & Published in any State/Nature newspaper.
4. Preparation of Instructional material for any subject at any grade level.
5. Preparation of Cumulative Record for any 10 school students.
7. Administration of any one standardized test of Intelligence, Aptitude, Creativity, Adjustment, Personality, Values, Attitude, Scholastic achievement & interpret data.
8. Construction & Standardization of an Achievement test in any school subject.
9. Surveying a nearby Community and assessing their Educational & Social needs.
10. Conducting awareness Programmes in the Community like Environment & Conservation, tree plantation, Watershed management, Health programmes (Immunization)
11. Conducting literacy programmes in the community.
12. Remedial teaching for poor & needy students.
13. Identifying & helping the children with special needs.
14. Making an organizational plan for proper management of infrastructural resources in a school building.
15. Conducting medical examination including vision test, with the help of a doctor recording of height, weight, chest, physical defects of any.
16. Critical review of at least 3 TV/Radio programme highlighting their Educational significance.
17. Case studies of 5 children with special needs in a school situation.
18. Preparing a small dictionary of the difficult words used in upper primary & Secondary language text books.
22. Case study of there exceptional children, suggesting measures to arrange for their specific Educational needs.
23. Recording interviews of six adolescent boys & girls (3each) with special emphasis on their problems. They are facing in home, health, social, emotional & educational areas.
25. Implementation of Nutrition Programmes for Pre-scholars in a particular locality/education zone.
26. Role of the Pollution Control boards.
27. Role of Voluntary organizations in controlling pollution.
28. Surveying the non-formal/adult education centres in locality/education zone.
29. In addition to the above themes, Project work can be carried out as a theoretical critical study or an empirical study on any theme covered in any of the eight theory papers (Paper I to Paper VIII).

Note: The project shall be undertaken on individual basis. The candidates shall be required to submit one copy to the Controller of Examination, University of Kashmir within two weeks time after the completion of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners.
INT4: School Internship cum Practice of Teaching

(a) School Internship
(b) Teaching Practice-1 Paper
(c) Teaching Practice-2 Paper

<table>
<thead>
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<th>Activity</th>
<th>Duration</th>
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<tbody>
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<td>Internship cum Teaching Practice</td>
<td>8 weeks</td>
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a) School Internship:
- Description of the School.
- Maintenance of Examination Records.
- Maintenance of Stock Register.
- A detailed report of the Staff meeting.
- System of managing co-curricular activities.
- Any other Activity.
- Remarks of the Head of the Institution.

b) Teaching Practice (1st Paper – 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons).

c) Teaching Practice (2nd Paper – 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons).

Note for Paper Setter:

The paper setters shall set **Eight Very Short Answer Type Question** carrying 2 marks each for section A, selecting two questions from each unit, **Four Short Answer Type questions** carrying 8 marks each for section B, selecting one question from each unit and **Four Long Answer Type Questions**, carrying 16 marks each for section C, selecting one question from each unit. The candidates shall have to attempt all the questions from section A & Section B and only two questions from Section C.

Section Wise Breakup of Marks:

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<th>Section</th>
<th>Type</th>
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<th>Total Marks</th>
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<td>Very Short Answer</td>
<td>(8) Eight only</td>
<td>8 x 2 = 16</td>
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<tr>
<td>B</td>
<td>Short Answer</td>
<td>(4) Four only</td>
<td>4 x 8 = 32</td>
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<tr>
<td>C</td>
<td>Long Answer</td>
<td>(4) Four</td>
<td>4 x 8 = 32</td>
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(Only two to be attempted)

Grand Total (A+B+C) = 80