

*Scheme and Course structure for
Two year B.Ed Programme 4th semester effective from academic session 2016 and onwards*

		Credit	Credit		Marks
			<u>External</u>	<u>Internal</u>	<u>Total</u>
BED15401	Language Competence & Communication Skills	4	80	20	100
BED15402	Peace and Value Education	4	80	20	100
BED15403	Any one of the following:	4	80	20	100
	J) Essentials of Instructional Technology				
	K) Physical and Health Education				
	L) Creativity and Education				
	M) Curriculum Development				
	N) Home Science and Education				
	O) Comparative Education				
	P) Linguistics & Education				
	Q) Elementary Computer Education				
	R) Distance Education				
	S) Project Work				

Internship: 4 School Internship cum Practice of Teaching

		Credit	Credit		Marks
			<u>External</u>	<u>Internal</u>	<u>Total</u>
INT 4	a) School Internship	2	30	20	50
	b) Teaching Practice . 1 Paper (205)	4	60	40	100
	c) Teaching Practice . 2 Paper (303)	4	60	40	100

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)
- ii) Kothari commission (1964-66) with special reference to language education.
- 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) Rabindharanath Tagore
 - iii) Leo Tolstoy
- (Read and review one book of each writer)

Reference:

1. A. L. Kohli (2001) Techniques of Teaching English in the New Millennium Dhanpat RAI publishing Company
2. B. N. Dash (2007-2008) Teaching of English, Dominant Publishers and Distributors, New Delhi-110002
3. C. S. Rayudu (1998) Communication, Himalaya publishing House, Mumbai-400004
4. M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publication Ludhiana.
5. A run Kornue ó Communication Skills
6. Linguistics & Phonetics Bareilly Publication
7. George Yule ó Linguistics & Phonetics
8. K. Venugopal Rao (2002) Methods of Teaching English, Neel Kamal Publications Pvt. Ltd. Sultan Bajar, Hyderabad
9. N. P. Pahuja (2004) Teaching of English, Anmol publications Pvt. Ltd.
10. National Curriculum Framework for Teacher Education (2005) Towards Preparing Professional and Humane Teacher
11. Shaik Mowla (2002) Techniques of Teaching English. Neel Kamal Publications Pvt. Ltd, Hyderabad, New Delhi (3rd Edition)
12. Sunder Singh Wadhwa (2008) Teaching of English in India, Twenty First Century publication
13. S. Venkateswaran (2000) Principles of Teaching English, Vikas Publishing House Pvt. Ltd.

Course Code: BED15402
Course Title: Peace and Value Education

M. Marks 80

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, NGOs, 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.
- iii) Democracy and Peace, Secularism and Peace and Culture and Peace.

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:

1. Aggarwal, J. C. (2005) Education for Values, Environment and Human Rights, Shipra Publications, 115-A, Vikas Marg Delhi - 110092
2. Pandey, V. C. (2005) Education, Culture and Human Values
3. Singh, Y. K & Nath. R (2005) Value Education
4. Charles, K & V. Arul Selvi (2012) Value Education
5. Galtung, J. (1996) Peace by Peaceful Means: Peace and Conflict, Development and Civilization, London: SAGE Publications
6. Jagannath, M. (2000) Human Rights Education, New Delhi: Deep and Deep Publication.
7. Paul, R. C. (2000) Protection of Human Rights, New Delhi: Commonwealth
8. Manjot, K. (2008) Teaching of Human Rights, New Delhi: APH publishing Corporation

Course Code: BED15403J
Course Title: Essentials of Instructional Technology M. Marks 80

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:

1. Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
2. Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Barle Davide (1960) The Process of Communication, Holt, New York.
4. Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
5. Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
6. Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts
7. Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
8. Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
9. Davis, Irork (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Ajit songh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.
12. Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House -RamdootøDr. Balerao Marg, Girgaon Mumbai.
13. Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya, Ahmedabad.
14. Robbins, Stephens, P., Organisational Behaviour VIIIth Edition, Prentice Hall of India New Delhi.
15. Sharma, R.A. (1983) Technology of Teaching : International Publishing House
16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar)

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 ó Drugs, Alcohol and smoking.
- Unit III **Psychological Basis**
- i) Psycho ó 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

M. Marks 80

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 frame work 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 ó solving
 - b) Brain storming
 - c) Synectics.

References:

1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence
American Sociological Review.
2. Gowan, J. C. Dewas Creativity & its Educational Implication.
G. D, Torrance, E. P.
3. Kneller, G. E. The Art and Science of Creativity
4. Mehdi, B. Creativity in Teaching and Learning.
(New Delhi: NCERT, 1981)
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.
8. Stein, Morris & Heinze. Creativity and the Individual.
Free Press of Glance, University of Chicago.
9. Torrance, E. P. Guiding Creative Talent.
N. J. Prentice Hall, Englewood, Cliffs.
10. Vernon, E. P. (Ed) Creativity.
Methuen & Co. Ltd. II, New Felter Lane London.
11. Vygotsky, L. S. Mind in Society
Cambridge, M. A: Harward University Press.
12. Kusuma, A. Creativity and Cognitive Styles in Children
Discovery Publishing House, New Delhi.
13. Taylor, C. W. Creativity: New York; McGraw ó Hill.

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;
 - (b) Pre-primary school curriculum
 - (c) Primary school curriculum
 - (d) 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**
- i) Process of 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
London: Longmans, 1956.
2. Kelly, A. V. The Curriculum: Theory & Practice
London: Longmans, 1956.
3. Kind, E. A. Curriculum Planning.
New Delhi: Haroor & Brothers, 1950.
4. Mehdi, B. Effective Use of School Curriculum ó An
introduction (New Delhi: NCERT, 1978.
5. Mehdi, B. Curriculum in Transaction
(New Delhi: NCERT, 1978.
6. Taba, H. Curriculum in Transaction
(New York: 1962.
7. Tanner, D & Curriculum Development. (2nd Edition)
Tanner, N. L. New York: Macmillan Publishing Co Inc. 1980

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: BED154030
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
2. Deyound, C. A. & Wom, R. American Education.
(New York: McGraw Hill Company, 1978)
3. Grant, Migol Society School and Progress in Education-Europe
(London: Pergama Press, 1960)
4. Hans, N. The Russian Tradition in Education
(London: Rout Ledge and Kegan Paul, 1963)
5. Hans, N. Comparative Education.
6. King, I. J. Comparative Studies and Educational Decision.
(New York: The Bobbs Marshal Company, Inc.1979)
7. Naik, J. P The Education Commission and After.
(New Delhi: Allied Publications Pvt. Ltd. 1982)

Course Code: BED15403P
Course Title: Linguistics & Education **M. Marks 80**

- Unit I
- 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.
 - iv) Human Vs. Animal Communication.
 - 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.
 - iv) Use of Language in Society. Concept of Communicative Competence.
- Unit - IV:
- i) Nature and Scope of Applied Linguistics.
 - 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

M. Marks 80

- 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 ó 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.
6. Identifying learning difficulties & Suggesting remedial themes.
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.
19. Study of human rights violation based on newspaper reports/news magazines.
20. A case study of two local industries, their raw materials, products & pollutants.
21. Population studies of plant & animals species in different eco-system like ponds, grass land, forests, & gardens.
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.
24. Implementation of Operation Blackboard scheme in a particular locality/education zone.
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

Fourth Semester (August – December) INT 4				
INT 4	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice	8 weeks	10	250
	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		2	Ext. 30 Int. 20
	b) Teaching Practice (1 st Paper ó 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)		4	Ext. 60 Int. 40
	c) Teaching Practice (2 nd Paper ó 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)		4	Ext. 60 Int. 40

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:

Section	Type	Total Questions	Total Marks
A	Very Short Answer	(8) Eight only	8 x 2 = 16
B	Short Answer	(4) Four only	4 x 8 = 32
C	Long Answer	(4) Four (Only two to be attempted)	4 x 8 = 32

Grand Total (A+B+C) = 80