

*Scheme and Course structure for
Two year B.Ed Programme 2nd semester effective from academic session 2015 and onwards*

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
BED15201	Development of Education in India	4	80	20	100
BED15202	Educational Guidance & Counselling	4	80	20	100
BED15203	Educational Technology & ICT	4	80	20	100
BED15204	Teacher Education	4	80	20	100
BED15205	Teaching of:- <i>English/Urdu/Hindi/Punjabi/Kashmiri/Arabic</i>	4	80	20	100
Internship: 2 School Internship cum Microteaching		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
INT 2	a) School Internship	4	60	40	100
	b) Microteaching . Major Skills	4	60	40	100
					200

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)
iv) National Policy on Education (1986)
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
6. Agarwal, J. C. (1998) Major recommendations of Educational Commissions
Agarwal J.C Educations in Indiasince, 1991.
7. Dayal, B. The Development of Modern India Education.
(New-Delhi! Orient Longman's Ltd. 1965)
8. Garg, B.R. Education For Tomorrow.
(Ambla Cantt; International Book agency 1979)
9. Hughes A.G and Current problems in India Education.
Hughes,C. (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)
13. Mohantay Modern Trends in Indian Education.
14. Nurrulah, S & Development of Education (1800-1947) (New-Delhi!
Naik, J.P. Macmillion and co; Ltd, 1964.
15. Ramanathan, G Problems of Education planning and National
integration.
16. Ruhela, S.P. (Ed) Social- Determinatins of Educability in India-papers in
the sociological context of Indian Education.
(New-Delhi! Jam Bros; 1969)

Annexure to Notification No. F(B.Ed-B.P.Ed)Acad/KU/2015 dated 10-10-2015

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|-----|--------------|---|
| 17. | Nanda, S.K. | Introductory primary Education.
(Ludhiana : Prakash Brothers, 1982) |
| 18. | Sawak, N.S | Current problems in Indian Education.
(Punjab! Kitab Ghar Jullindar) |
| 19. | Singh, R.P. | Non-Formal Education-an alternative to Formal system
(New-Delhi; Bihari Publications Pvt; Ltd. 1979) |
| 20. | Rather, A.R. | Development of Education System in India
(Discovery Publishing House New Delhi) |

Course Code: BED15202
Course Title: Educational Guidance and Counseling M. Marks 80

Unit I Guidance

- i) Concept, Type of 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:

1. Bordin, E. S. Psychological Counseling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counseling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)
5. Patterson, Counseling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S. C. Fundamental of Guidance.
Boston: Houghton Mifflin Co., 1976)
7. Chauhann, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donal, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counseling.
(NCERT Publication).

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 of Projected & Non-Projected.
Radio & TV of Educational use.
- ii) Taxonomy of Educational objectives of 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:

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: BED15204
Course Title: Teacher Education

M. Marks 80

- 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
 - Flanders Interaction Analysis Model
- UNIT III **Role of professional organizations**
- i) District Institutes of Education and Training (DIETs)
 - ii) State Institute of Education (SIEs)
 - 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)
4. Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956).
5. Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
6. Nadeem N. A. Profile of the Effective Teacher (Srinagar: Full Bright Pub., 1989)
7. Nadeem, N. A. & Akhtar, P. Development of Teacher Edu. in J & K (1900 ó 1980 Monograph)
8. Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
9. Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

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 ó 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
iv) 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
iv) Type of language Tests.

Unit IV Content
i) Determiners, auxiliaries & Models
ii) Phrases, Verbs, Adverbs, Prepositions & Connectors
iii) Tenses & Clauses
iv) Active & Passive Voice
v) Direct ó indirect speech
vi) Punctuation
vii) Rhyme & Rhythm
viii) Simile & Metaphor
ix) Alliteration & Pun

Reference:

1. R Quirk and S Greenbaum (Longman):A University Grammar of English
2. A.J. Thomson and A V Martinet : A Practical English Grammar (O.U.P.)
3. Raymond Murphy : Intermediate English Grammar (C.U.P.)
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod WheelerA Training Course for TEFL (ELBS?OUP)
5. Francoise Grellet : Developing Reading Skills (CU.P.) Francoise Grellet
6. Micheal Mc-Carthy, Felicity Dell : English Vocabulary in Use (C.U.P.)
7. F.L.Billows : 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.)
12. John Haycraft : Visual Materials for the Language Teacher (Longman)
13. H.G. Widdowson : Teaching writing as Communication (O.U.P.)
14. A C Gimson : In introduction to the Pronunciation of English (Edward Arnold)
15. J.D.OConnor : Better English Pronunciation (C.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)
19. Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
20. A.S.Hornby : The Oxford advanced Learner's Dictionary of Current English (O.U.P.).

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

Unit I Position and Methods of Kashmiri Teaching

- i) Origin and development of Kashmiri language.
- ii) Objectives of teaching of Kashmiri at elementary & secondary levels.
- iii) Problems of teaching of Kashmiri
- iv) Direct method
- v) Structural Approach
- vi) Communicative Method

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
- 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. 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

- i) Standard sounds of Hindi, Vowels, and consonants correct pronunciation in Hindi.
- 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) ó (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 ó 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
vi) Types of language tests

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

Books Recommended:

1. Robert Lado: Language Teaching ó A Scientific Approach: Tata Mcgraw Hill, New Delhi, 1985
2. K. V. V. Narsimah Rao: Essentials of Second Language Teaching; Central Institute of Indian Languages, Mansangotri, Mysore, India, 2000
3. Richards and Rodgers: Approaches and Methods in Language Teaching
4. C. J. Brumfit: Communicative Methodology in Language Teaching, Cambridge, 1984
5. W. Littlewood: Foreign and Second Language Learning, Cambridge, 1984
6. A new Arabic Grammar John A. Haywood
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

12.

13. مُجَّد علي الخولي:- أساليب تدريس اللغة العربية، الر ض، المملكة العربية السعودية ط 2 / 1986
14. محمود كامل و رشدي أحمد:- طرائق تدريس اللغة العربية لغير الناطقين ١، المنظمة الإسلامية للتربية و العلوم و الثقافة، (ايسيسكو، الر ط، المغرب 2003)
15. مُجَّد عبد القادر أحمد:- طرق تعليم اللغة العربية للمبتدئين، القاهرة، مصر - مكتبة النهضة المصرية، 1982
16. علي جواد الطاهر:- أصول تدريس اللغة العربية، دار الرائد العربي بيروت، لبنان - 1984
17. شفيق أحمد خان الندوي:- أهمية القصة في تعليم العربية للأجانب، لغير الناطقين ١ الجامعة المليية الإسلامية نيو دهلي
18. شفيق أحمد خان الندوي:- بناء المناهج و طرق تدريس اللغة العربية، قسم اللغة العربية و آد١، الجامعة المليية الإسلامية، نيو دهلي
19. د. صهيب عالم: طرق تدريس اللغة العربية، شبرا بليكشن، دهلي (الهند)
20. الدكتور جودت الركابي: طرق تدريس اللغة العربية، دار الفكر دمشق، سورية
21. الأبراشي، مُجَّد عطية: الطرق الخاصة في التربية لتدريس اللغة العربية ط-1 (1955)، جزيرة الروضة، القاهرة
22. الحصري، ساطع: درس في أصول التدريس (1956) ط: 2، دار الكشاف، لبنان
23. كتاب الصرف: عبد الرحمن امرتسري
24. كتاب النحو: عبد الرحمن امرتسري

INT2: School Internship cum Microteaching

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

Second Semester (September – January) INT 2					
INT 2	Activity	Duration	Credits	Marks 50	
A) INT	Visit Cum Observation to	2 weeks	4	Ext.	Int.
	a) High School (Observation of 8 Lessons)*	5 days			
	b) Hr. Secondary School (Observation of 4 Lessons)*	5 days			
	c) DIET Visit & Observations *	2 days			
B) Micro Teaching	Major Skills	2 Weeks	4	60	40
*Activities to be recorded in the Reflective Journal (RJ)					