



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

SCHEME OF TWO YEAR B. Ed. (PROGRAMME)

The B.Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2017 & 2018), Semester-II (May 2018 & 2019), Semester-III (December 2017, 2018 & 2019) and Semester –IV (May 2018, 2019 & 2020) are as under:

B.Ed. Semester – I (December 2017 & 2018)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-101	Human Growth and Development	04	60	40	100
2.	BDE-102	Contemporary India and Education	04	60	40	100
3.	BDE-103	Philosophical and sociological perspectives in education	04	60	40	100
4.	BDE-104	Methodology of Teaching	04	60	40	100
5.	BDE-105	Understanding Disciplines and subjects	02	30	20	50
6.	BDE-106	Understanding the self	02	-	50	50
7.	BDE-107	Pre-internship (2 weeks) – Field engagement – I	02	-	50	50
TOTAL			22	270	280	550

Semester – II
(May 2018 & 2019)

S. No.	Course Code	Title		Credits	Maximum Marks		
					External	Internal	Total
1.	BDE-201	Learning and Teaching		04	60	40	100
2.	BDE-202(A)	Pedagogy of Science	Group-I	04	60	40	100
3.	BDE-202(B)	Pedagogy of Physical Science		04	60	40	100
4.	BDE-202(C)	Pedagogy of Biological Science		04	60	40	100
5.	BDE-202(D)	Pedagogy of Social Science		04	60	40	100
6.	BDE-203(A)	Pedagogy of English	Group-II	04	60	40	100
7.	BDE-203(B)	Pedagogy of Hindi		04	60	40	100
8.	BDE-203(C)	Pedagogy of Urdu		04	60	40	100
9.	BDE-203(D)	Pedagogy of Dogri		04	60	40	100
10.	BDE-203(E)	Pedagogy of Punjabi		04	60	40	100
11.	BDE-204	Pedagogy of Mathematics	Group-III	04	60	40	100
12.	BDE-205	Assessment for Learning		04	60	40	100
13.	BDE-206	Language across the curriculum		02	30	20	50
14.	BDE-207	Educational Technology		02	30	20	50
15.	BDE-208	Pre-internship (Two weeks) Field engagement - II		02	-	50	50
Total				22	300	250	550

Note: The students shall have to opt for any two pedagogy subjects selecting not more than one from each of the three groups.

Semester – III
(December 2017, 2018 & 2019)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-301	School Internship (14 Weeks)	14	150	200	350
2.	BDE-302	Gender, School and Society	02	30	20	50
3.	BDE-303	Action Research	02	30	20	50
Optional Papers (Select Any One)						
6.	BDE-304(A)	Guidance and Counselling	02	30	20	50
7.	BDE-304(B)	Early Childhood Care and Education	02	30	20	50
8.	BDE-304(C)	Environmental Education	02	30	20	50
9.	BDE-304(D)	Health and Physical Education	02	30	20	50
10.	BDE-304(E)	Peace Education	02	30	20	50
Total			20	240	260	500

Semester – IV
(May 2018, 2019 & 2020)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-401	Knowledge and Curriculum	04	60	40	100
2.	BDE-402 (A)	ICT in Education (Theory)	02	30	20	50
3.	BDE-402 (B)	ICT in Education (Practical)	02	-	50	50
4.	BDE-403	Inclusive Education	02	30	20	50
5.	BDE-404	Community Work	02	00	50	50
6.	BDE-405	Reading and Reflecting on Texts	02	30	20	50
7.	BDE-406	Project Work	04	-	100	100
Total			18	150	300	450

	Semesters				Total
	I	II	III	IV	
Course Credits	22	22	20	18	82
Max. Marks	550	550	500	450	2050



SEMESTER I



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The B.Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semester I for the examinations to be held in December 2017 & 2018 are as under:

B.Ed. Semester – I (December 2017 & 2018)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-101	Human Growth and Development	04	60	40	100
2.	BDE-102	Contemporary India and Education	04	60	40	100
3.	BDE-103	Philosophical and sociological perspectives in education	04	60	40	100
4.	BDE-104	Methodology of Teaching	04	60	40	100
5.	BDE-105	Understanding Disciplines and subjects	02	30	20	50
6.	BDE-106	Understanding the self	02	-	50	50
7.	BDE-107	Pre-internship (2 weeks) – Field engagement – I	02	-	50	50
TOTAL			22	270	280	550

HUMAN GROWTH & DEVELOPMENT

Course Code : BDE-101
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the meaning, concept and characteristics of human growth and development at various stages*
- *develop understanding of different aspects of adolescent's physical, cognitive, social and emotional development*
- *develop understanding of theories of development propounded by Piaget, Freud and Erikson*
- *explain the process of socialization*

B. SYLLABUS

UNIT-1

- 1.1. Human Growth and Development: Concept and principles, difference between growth and development
- 1.2. Gathering Data about Children: Interviews and anecdotal records
- 1.3. Methods of Studying a Child: Observation (participatory and non-participatory), clinical and case study methods, their merits and demerits

UNIT-2

- 2.1. Stages of Human Development: Prenatal, infancy, childhood, adolescence and adulthood, physical, cognitive, social and emotional development during adolescence; their interrelationships
- 2.2. Developmental Tasks during adolescence and their implications
- 2.3. Factors Influencing Growth and Development: Heredity and environment, nutrition and media

UNIT-3

- 3.1. Constructivist Theory: Piaget's Theory of Cognitive Development
- 3.2. Psycho-Analytic Theory of Development: Freud
- 3.3. Psycho-Social Theory of Development: Erikson

UNIT-4

- 4.1. Socialisation: Concept, family and child relationships, parenting and child-rearing practices
- 4.2. Schooling: Peer influences, school culture, relationships with teachers and school achievement
- 4.3. Relationships with Peers: Friendship and gender, competition, co-operation and conflict, aggression and bullying

C. SESSIONAL WORK

The student-teacher may select any one of the following themes for seminar:

1. Moral development among children
2. Relative role of heredity and environment in cognitive development of children
3. Influence of parenting styles on child development
4. Impact of media on adolescents
5. Environmental influences on the growing children
6. Any other approved relevant theme

OR

Prepare a case history of an adolescent with aggressive tendencies

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Beckett, Chris and Taylor, Hillary (2010). *Human growth and development*. New Delhi: Sage.
- Berk, L. E. (2000). *Human development*. New Delhi: Tata McGraw Hill.
- Boushel, Margaret, Fawcett, Mary and Selwyn, Julie (Eds.) (2000). *Focus on early childhood: Principles and realities (working together for children, young people and their families)*. New Jersey: Wiley-Blackwell.
- Brisbane, E. H. (2004). *The developing child*. New York: McGraw Hill.
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi :Vikas Publishing House.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. California: Mayfield Publishing Company.
- Craig, Grave J. (1989). *Human development*. New Jersey: Prentice Hall.
- Dandapani, S. (2004). *Advanced educational psychology*. New Delhi: Anmol Publications.
- Eggen, P. & Kauchak, D.(1999). *Educational psychology: Window on classrooms*. New Jersey: Prentice Hall.
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- Gargiulo, R.M. (2015). *Special education in contemporary society: An introduction to exceptionality*. Canada: Sage.
- Goswami, Usha (2014). *Child Psychology: A very short introduction*. New Delhi: Oxford University Press.
- Hurlock, Elizabeth B. (2005). *Child growth and development*. New Delhi: Tata McGraw Hill.
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- Khatoon, Naima (2012). *Child psychology*. New Delhi: Pearson Education.
- Lightfoot, C., Cole, M. and Cole, S.R. (2013). *Developing learners*. New Jersey: Prentice Hall.
- Meece, J. S., & Eccles, J. L (Eds.). (2010). *Handbook of research on schools, schooling and*

human development. New York: Routledge.

- Mittal, S. (2006). *Child development- Experimental psychology*. New Delhi: Isha Books.
- Newman, Barbara M. and Newman, Philip R. (2007). *Theories of human development*. New York :Routledge.
- Nisha, M. (2006). *Introduction to child development*. New Delhi: Isha Books.
- Papalia, D. E. & Olds, S. W. (2005). *Human development*. New Delhi: Tata McGraw Hill.
- Patel, Chhaya (2015). *Social development in India: Critical assessment*. Jaipur: Rawat Publications.
- Piaget, J. (1951). *The psychology of intelligence*. London: Routledge and Kegan Paul.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Santrock. J. W. (2006). *Child development*. New York: McGraw Hill.
- Santrock. J. W. (2007). *Adolescence*. New York: McGraw Hill.
- Solso, Robert (2002). *Cognitive psychology*. New Delhi: Pearson Education.
- Thomas, Murray R. (2000). *Recent theories of human development*. New York: Sage.
- Verma, L.N. (2013). *Educational psychology: Experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.
- Vigotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Vigotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi: Pearson Education.

CONTEMPORARY INDIA AND EDUCATION

Course Code : BDE-102
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the history, nature, process and philosophy of education*
- *analyse the role of educational system in the context of modern ethos*
- *develop an understanding of the concept of diversity*
- *develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context*

B. SYLLABUS

UNIT – 1

- 1.1. Directive Principles of State Policy in the Indian Constitution: Aims and amendments
- 1.2. Fundamental Rights and Duties enshrined in the Indian Constitution, difference between Fundamental Rights and Directive Principles of State Policy
- 1.3. Constitutional Provisions on Education that Reflect our National Ideals: Equality, Liberty, Fraternity, Secularism and Social justice

UNIT-2

- 2.1. Diversity in India: Concept and nature; types of diversity: gender, linguistic, cultural, socio-economic, geographical and disability
- 2.2. Diversity in learning and play, addressing diverse learning needs
- 2.3. Global perspective of diversity

UNIT - 3

- 3.1. Universalisation of School Education, Right to Education and Universal Access, role of teacher and community in the context of Universalization of School Education
- 3.2. Issues of Quality and Equity: Physical, economic, social, cultural and linguistic particularly with respect to girl child, weaker sections and disabled
- 3.3. Equal Educational Opportunity: Meaning of equality and constitutional provisions, prevailing nature and forms of inequality in India

UNIT - 4

- 4.1. National Commissions and Policies in India: Indian Education Commission (1964-66), National Policy on Education (NPE) (1986) and Persons with Disabilities (POA) (1992). The Rights of Persons with Disabilities Act, 2016
- 4.2. National Curriculum Framework (2005): Need and importance
- 4.3. Programmes and Schemes: Integrated Education for Disabled Children Scheme (IEDC)(1983), Sarv Shiksha Abhiyan (SSA, 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Inclusive Education for Disabled at Secondary Stage (IEDSS), 2009

C. SESSIONAL WORK

The student-teacher may select any one of the following themes for seminar:

1. Our National Ideals: Equality, liberty, fraternity secularism and social justice
2. Role of teacher and community in the context of universalisation of school education
3. Chief recommendations of National Curriculum Framework of School Education (2005)
4. Millennium Development Goals, 2015
5. Need for Community-Based Education in our country
6. Any other approved theme of relevance

OR

Prepare a report of class mates of your College with respect to diversity in various aspects

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Aggarwal, J. C. (1992). *Development and planning of modern education*. New Delhi: Vikas Publishing House.
- Ain, L. C. (2010). *Civil disobedience*. New Delhi: Book Review Literary Trust.
- Anand, C. L. (1993). *The teacher & Education in Emerging Indian Society*. New Delhi: NCERT.
- Bal, Gurpreet (Ed.). (2016). *Contemporary gender issues: Identity, status and empowerment*. Jaipur: Rawat Publications.
- Basu, Durga Das (1993). *Introduction to the constitution of India*. New Delhi : Prentice Hall of India.
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- Bhatia, K. & Bhatia, B. (1997). *The philosophical and sociological foundations of education*. New Delhi: Doaba House.
- Bhattacharya, Harihar, Sarkar, Partha and Kar Angshuman (Eds.) (2000). *The politics of social exclusion in India: Democracy at the crossroads*. London: Routledge.
- Bhushan, Sudhanshu (2009). *Restructuring higher education in India*. Jaipur: Rawat Publications.
- Biswas, A. & Aggarwal, J.C. (1992). *Education in India*. New Delhi: Arya Book Depot.
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- Chakravarty, S. (1987). *Development planning: The Indian Experience*. New Delhi: Oxford University press.

- Chandra, B. (1997). *Nationalism and colonialism*. Hyderabad: Orient Longman.
- Chattopadhyay, Aparjita (Eds.)(2013). *Poverty and social exclusion in India: Issues and challenges*. Jaipur: Rawat Publications.
- Choudhary. K.C. & Sachdeva, L. (1995). *Total literacy by 2000*. New Delhi: IAAE Association.
- Deaton A. & Dreze, J. (2009). Poverty and Inequality in India. In Raj Kapila and Uma Kapila (Eds.), *Indian Economy since Independence*. New Delhi: Oxford University Press.
- Deshpande, S. (2004). *Contemporary India: A sociological view*. New Delhi: Penguin.
- Dubey, S. C. (2005). *Indian society*. New Delhi: National Book Trust.
- Ghosh, S.C. (2007). *History of education in India*. Jaipur: Rawat Publications.
- Government of India (1986). *National policy of education*. New Delhi: Ministry of HRD.
- Government of India (1992, 1998). *National policy on education, 1986 (modified in 1992)*. New Delhi: Ministry of HRD.
- Government of India (1996). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
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- Judge, Paramjeet Singh (Ed.) (2014) *Mapping social exclusion: Caste, religion and borderlands*. New Delhi: Cambridge University Press.
- Kashyap, S. C. (2009). *The Constitution of India*. New Delhi: National Book Trust.
- Naik, J.P. (1979). *Education commission and after*. New Delhi: APH Publication Corporation.
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- Patel, Chhaya (2015). *Social development in India: Critical Assessment*. Jaipur: Rawat Publications.
- Pylee, M.V. (1999). *India's constitution*. New Delhi : S. Chand and Co.
- Sapra, C. L. & Aggarwal, A. (1987). *Education in India: Some critical issues*. New Delhi: National Book Organisation.

- Saraswathi, T. S. (1999). *Culture, socialization and human development*. New Delhi: Sage Publications.
- Sen, A. & Dreze, J. (1997). *India: Economic development and social opportunity*. New Delhi: Oxford India.
- Sharma, S.L., Ghuman, B.S. and Parkash, Sheetal (2014). *Higher education in India: The changing scenario*. Jaipur: Rawat Publications.
- Singh, J.P., Dubey, Sanjay, Rashmi, Neerja and Srinivasan, M.V. (2005). *Social Science – Part II : Textbook for class X*. New Delhi : NCERT.
- Sinha, Savita, Das, Gupta and Rashmi, Neerja (2005). *Social science – Part II : Textbook for class IX*. New Delhi : NCERT.
- Steven, B. (1998). *School and society*. New Delhi: Sage Publications.
- Suresh, D. (1998). *Curriculum and child development*. Agra: Bhargava.
- Taneja, V.R. (1998). *Educational Thought and Practice*. New Delhi: Atlantic Publication House.
- Tayal, B.B. and Jacob, A. (2005). *Indian history, world developments and civics*. Sirmour, H.P. :Avichal Publishing Co.
- Thorat, Sukhdeo (2008). *B.R. Ambedkar: Perspectives on social exclusion and inclusive policies*. New Delhi: Oxford University Press.
- Vaidyanathan, A. (1995). *The Indian economy: Crisis, response and prospects*. New Delhi: Orient Longman Publications.
- Weber, O.C. (1990). *Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Code : BDE-103
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the nature of education as a discipline*
- *explain the concept and principles of education from philosophical and sociological perspectives*
- *analyse different views and schools of thought on education and draw generalisations*
- *develop understanding of the contribution of great Indian and Western thinkers in the field of education*
- *analyse social stratification in Indian society*
- *become an agent of change for the removal of various types of disparities in the Indian society*

B. SYLLABUS

UNIT-1

- 1.1 Education : Nature, meaning, aims, functions, agencies of education, Indian and Western perspectives in education
- 1.2 Philosophy : Its nature and importance, significance of studying philosophy, difference between educational philosophy and philosophy of education, relationship between philosophy and education
- 1.3 Concept of knowledge, reality and values according to Indian philosophy

UNIT-2

- 2.1 Philosophies of Education: Salient features of Idealism, Naturalism, Pragmatism and Existentialism and their influence on education with reference to aims of education, curriculum, ,methods of teaching, role of teacher and school
- 2.2 Reflections on education by great Indian educational thinkers: Swami Vivekananda, Sri Aurobindo Ghosh, Mahatma Gandhi
- 2.3 Reflections on education by great Western thinkers: Plato, Froebel and John Dewey

UNIT-3

- 3.1 Concept of Sociology and Sociology of Education, Concerns of Indian society: Social justice, secularism, cleanliness, environmental issues
- 3.2 Structure of Indian Society: Class, caste, religion, ethnicity and language

3.3 Democracy, Socialism and Secularism: Concept and role of education

UNIT-4

- 4.1 National and Emotional Integration: Concept and need for nurturing diversity and fostering inclusion, barriers in national and emotional integration and role of education in the promotion and national integration
- 4.2 Social Change: Concept, factors influencing social change, need for social change, education and social change
- 4.3 Culture: Meaning, nature, salient features, cultural heritage, role of education, contribution of different religions towards human up-liftment and celebration of different festivals

C. SESSIONAL WORK

The student-teacher may select any one of the following themes for seminar:

1. Importance of globalization for education
2. Chief recommendations of Delors Commission on Education for 21st Century
3. Core Indian values of diversity, tolerance and plurality
4. Educational philosophy of J. Krishnamurti
5. Constitutional provisions of equity and equality
6. Any other approved theme of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Anand, C.L. et al. (1993). *Teacher and education in the emerging Indian society*. New Delhi: NCERT.
- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching*. Boston: Allynand, Becom.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
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- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.
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- Butchvarov, P. (1970). *The concept of knowledge*. Illinois: North Western University Press.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
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- Freire, P. and Shor, I. (1987). *A pedagogy of liberation*. New York: Macmillan.
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- Gandhi, M.K. (1956). *Basic Education*. Ahmedabad : Nabjiban.
- Gupta, Bina (2012). *An introduction to Indian philosophy : Perspectives on reality, knowledge and freedom*. New York : Routledge.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- International Encyclopedia of Education (1994), 2nd edition. Vol.10. New York: Pergamon Press.
- Kant, S.V. (2012). *World's greatest thinkers, philosophers, educationists*. New Delhi: Kanishka Publishers.
- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi : Motilal Banarsidass Publishers.
- Matheson, David (2004). *An introduction to the study of education*. New York: David Fulton Publishers.
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- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Mumbai: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
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- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
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- Peters, R.S. (Ed.)(1975). *The philosophy of education*. London: Oxford University Press.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Y.K. (2012). *Foundations of sociology of education*. New Delhi: Kanishka Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Shrivastva, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.

- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi :Motilal Banarsidass Publishers.
- Wall, Edmund (2001). *Educational theory: philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.

METHODOLOGY OF TEACHING

Course Code	: BDE-104	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
		Internal Marks	: 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the principles of effective teaching*
- *describe the maxims of teaching*
- *develop an understanding of the need and importance of various devices of teaching*
- *use different types of teaching aids in their teaching*
- *develop understanding of different types of lessons and lesson plans*

B. SYLLABUS

UNIT-1

- 1.1. Pedagogics of Education: Meaning and scope; maxims and principles of effective teaching
- 1.2. Devices of Teaching: Meaning, need, importance and types of devices of teaching (Teaching & fixing devices)
- 1.3. Instructional Aids: Audio, visual and audio-visual, Edgar Dale's Cone of Experience.

UNIT-2

- 2.1. Educational Objectives of the Cognitive Domain (Bloom's Revised Model): Knowledge, comprehension, application, analysis, synthesis and evaluation
- 2.2. Educational Objectives of the Affective Domain (Krathwohl's Model): Receiving, responding, valuing, organization and naturalization
- 2.3. Educational objectives of the Psycho-Motor Domain (Dave's Model): Limitation, manipulation, precision, articulation and naturalization

UNIT-3

- 3.1. Micro-teaching: Nature, phases, steps, merits and demerits

- 3.2.** Effective Teacher: Meaning, characteristics of an effective teacher and optimizing effective teaching
- 3.3.** Types of lessons (knowledge, skill and appreciation); lesson planning (meaning, importance, principles and criteria of an effective lesson plan); approaches to lesson planning (Herbartian, RCEM and Constructivist)

UNIT-4

- 4.1.** Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching:
- (a) Inductive-Deductive method
 - (b) Analytic-Synthetic method
 - (c) Project method
- 4.2.** Time Management: Time - Table, its importance and types; weekly, monthly and yearly calendar of activities

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Writing behavioural objectives, four each from cognitive, affective and psycho-motor domain selecting three topics from two teaching subjects at the secondary level
2. Developing four lesson plans (two each following Herbartian and RCEM approaches on the two teaching subjects for secondary school students)
3. Present a seminar on professional ethics for teachers
4. Any other approved topic of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Anand, J.C. (2011). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing: House.
- Chauhan, S.S. (2014). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House.
- Cooper, Hilary (2014). *Professional studies in primary education*. New Delhi: Sage.
- Dale, Edgar P. (1998). *Learning and teaching*. London: Allyn and Bacon.
- Dececco, J.P. (1998). *The psychology of learning and instruction*. New Delhi: Prentice Hall.
- Hall, Gene E. Quinn, Linda F. and Gollnick, Donna M.(2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jangira, N.K. and Singh, Ajit (1982). *Core teaching skills: The micro teaching approach*. New Delhi: NCERT.
- Joyce, B. and Weil, M.(1996). *Models of teaching*. New Delhi: Prentice Hall of India.
- Kochhar, S.K.(2010). *Methods and techniques of teaching*. New Delhi: Sterling.
- Kulkarni, S.S.(1986). *Introduction to educational technology*. New Delhi: Oxford and IBH.
- Pandey, K.P.(1980). *A first course in instructional technology*. New Delhi: Amitash Prakashan.
- Sharma, S.K.(2005). *Learning and teaching: Learning process*. New Delhi: Gyan Books.
- Srivastave, D.S. and Kulkarni, S. (2005). *Education: Understanding the learner*. New Delhi: Gyan Books.

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code	: BDE-105	Maximum	: 50
Credits	: 02	External Marks	: 30
		Internal Marks	: 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *reflect on the nature and role of disciplinary knowledge in the school curriculum*
- *develop understanding of the nature, changes in academic disciplines and subjects in terms of social, political and intellectual contexts*
- *explain the relationship between academic disciplines and school subjects*
- *reflect on the constructs and notions of pedagogic practices*
- *engage student-teachers with epistemological questions of subject matter*

B. SYLLABUS

UNIT-1

- 1.1. Knowledge, Disciplines and Enquiry: Meaning types & importance
- 1.2. Core ideas of developing disciplines: Meaning and organization

UNIT-2

- 2.1. Disciplinary Knowledge: Nature and scope of interdisciplinary knowledge: Nature, need and scope
- 2.2. Nature and importance of school subjects, changes in school subjects in terms of social, political and intellectual context

UNIT-3

- 3.1. Concept of Curriculum, syllabus and the difference between the two pedagogical demands at different stages of school.
- 3.2. Interface between knowledge, subjects, curriculum, textbooks and linguistic background of learners.

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Project on nature of different disciplines like natural sciences, humanities, social sciences, earth sciences, bio-sciences etc. (Preparation of a written report)

2. Analysis of a textbook on any subject of class VII or VIII to construct and discuss types of knowledge and pedagogic elements
3. **Presentation of a Seminar on any one of the following themes:**
 - a) Inter-disciplinary knowledge
 - b) Social-scientific thinking as a method of enquiry
 - c) Chief recommendations of Ishwar Bhai Patel Report (1997)
4. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**

- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Apple, M.W. and Christian-Smith, L.K. (Eds.). (1991). *The Politics of the text-books*. New York: Routledge.
- Batra, P.(Ed.) (2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage.
- Bruner, J.S. (2006). *In search of pedagogy*. London: Routledge.
- Butchvarov, P. (1970). *The concept of knowledge*. Illinois: Western University Press.
- Debra, H., Martin, H., Pam, C. and Lingard, B. (2007). *Teachers and schooling: Making a difference*. Australia: Allen and Unwin.
- Dhamija, Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
- Fenton, Edmin (1967). *The new social studies*. New York: Rinehart, Winston.
- Gardner, H.(1993). *Creating minds*. New York: Basic Books.
- Hursh, D.W. and Ross, E.W. (Eds.). (2000). *Democratic social education: Social studies for social change*. New York: Falmer.
- Marsh, C.J. (2009). *Education: Key concepts for understanding curriculum*. London: Routledge.
- NCERT (2005). *National curriculum framework*. New Delhi.
- Noddings, N. (2007). *Critical lessons: What our schools should teach?* London: Cambridge University Press.
- Ornstein, Allen C., Edward F.P. and Stacey, B.O. (2006). *Contemporary issues in curriculum*. New York: Allyn and Bacon.

UNDERSTANDING THE SELF

Course Code : BDE-106

Credits : 02

Maximum : 50
Marks

External Marks : 00

Internal Marks : 50

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop understanding of the significance of knowing oneself*
- *discover their strengths and shortcomings*
- *discover their potentials*
- *develop the skill of reflective journaling*
- *develop positive attitudes and attributes through workshops*

B. SYLLABUS

UNIT-1

1. Vision of life, holistic and integrated understanding of the human self and personality
2. Identification of own potential, harmony and peace with self (resilience and mindfulness)

UNIT-2

1. Stereotypes and prejudices: Gender, class, caste, race, region, religion, language and disability
2. Agencies that shape the self: Family, peer group, school, society and media

UNIT-3

1. Social disharmony: Concept, contributory factors and methods of conflict resolution
2. Personal empowerment: Self compassion, spirituality, exploring the value system

C. SESSIONAL WORK

The student-teacher may undertake any one the following activities:

1. Reflections on vision of life, holistic and integrated understanding of oneself and personality
2. Exploration, reflection and integration of the concepts of self-esteem and self-image
3. Teacher as a reflective practitioner
4. Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in the identified areas

5. Any other approved activity of relevance

D. EVALUATION

Evaluation of student-teacher shall be done internally by a committee of three teachers of the College constituted by the Principal. The student teachers shall be evaluated for 30 marks on the basis of their participation in workshop/s on any of the following themes:

- i) Exercises on concentration and meditation
- ii) Development of social skills in students while teaching
- iii) Developing positivity, self-esteem and emotional integration
- iv) Aspiration and purpose of life
- v) Any other approved topic of relevance

The distribution of marks shall be as under: (Workshop: 30 Marks)

S. No.	Activity	Maximum Marks
1.	Reporting and reflecting on the theme of the workshop	6
2.	Preparation of slogan/chart/poster related to the theme of the workshop/s	6
3.	Attendance for all sessions of the workshop.	6
4.	Active participation in the organization and conduct of workshop (Planning, Execution, Follow up steps)	6
5.	Viva-Voce	6
Total		30

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. Workshop | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. SUGGESTED READINGS

- Brandon, N. and Archibald, S. (1982). *The psychology of self-esteem*. New York : Bantam Books.
- Brooksfild, S.D.(1995). *Becoming a critically reflective teacher*. San Francisco: John Wiley and Sons.
- Dalal, A.S. (2001). *Ourmany selves*. Pudducherry: Sri Aurobindo Ashram.
- Duval, T.S. and Silva, P.J. (2001). *Self – awareness and causal attribution: A dual systems theory*. Boston: Kliwer Academic.
- Duval, T.S. and Silva, P.J. (2002). Self – awareness probability of improvement and the self-serving bias. *Journal of personality and social psychology*, 82, 49-61.
- Joshi, K.(Ed.).(2005). *The Aim of Life*. Auroville: Saiier.
- Krishnamurti, J.(1953). *Education and the significance of life*. California: Krishnamurti Foundation Trust.
- Mullen, B. and Suls, J. (1982). Know Thyself: Stressful life changes and the ameliorative effect of private self-consciousness. *Journal of Experimental Social Psychology*, 18, 43-45.
- Rogers, C. (2012). *On becoming a person: A therapist's view of psychotherapy*. New York: Houghton, Mifflin and Harcourt.

PRE-INTERNSHIP FIELD ENGAGEMENT-I

Course Code : BDE-107
Credits : 02
Duration : Two weeks

Maximum Marks : 50
Internal Marks : 50

The duration of the Pre-Internship Field Engagement-I shall be 2 weeks. The different activities to be completed by the student-teachers under the supervision of their teachers/mentors are as under:

S. No.	Activity	Max. Marks
1.	Visit to an elementary school and writing a reflective journal on observation of regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school.	15
2.	Reflection on roles and responsibilities of different school staff and critical study of the availability of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	15
3.	Visit to Anganwadi Centres and submission of report and their functioning.	10
4.	Visit to a village school and preparation of its profile.	10

Total

50



SEMESTER II



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

SCHEME OF TWO YEAR B. Ed. (PROGRAMME)

The B.Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters II for the examinations to be held in May 2018 & 2019 are as under:

B. Ed. Semester – II (May 2018 & 2019)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-201	Learning and Teaching	04	60	40	100
2.	BDE-202(A)	Pedagogy of Science	04	60	40	100
3.	BDE-202(B)	Pedagogy of Physical Science	04	60	40	100
4.	BDE-202(C)	Pedagogy of Biological Science	04	60	40	100
5.	BDE-202(D)	Pedagogy of Social Science	04	60	40	100
6.	BDE-203(A)	Pedagogy of English	04	60	40	100
7.	BDE-203(B)	Pedagogy of Hindi	04	60	40	100
8.	BDE-203(C)	Pedagogy of Urdu	04	60	40	100
9.	BDE-203(D)	Pedagogy of Dogri	04	60	40	100
10.	BDE-203(E)	Pedagogy of Punjabi	04	60	40	100
11.	BDE-204	Pedagogy of Mathematics	04	60	40	100
12.	BDE-205	Assessment for Learning	04	60	40	100
13.	BDE-206	Language across the curriculum	02	30	20	50
14.	BDE-207	Educational Technology	02	30	20	50
15.	BDE-208	Pre-internship (Two weeks) Field engagement - II	02	-	50	50
Total			22	300	250	550

Note: The students shall have to opt for any two pedagogy subjects selecting not more than one from each of the three groups.

LEARNING AND TEACHING

Course Code : BDE-201
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop a critical understanding of the concept of learning*
- *analyse the factors affecting learning*
- *explain the theories of learning and their applications for teaching*
- *explain the theories of intelligence and their applications for teaching*
- *apply the cognitive perspectives of learning in the learning process*
- *apply constructivist perspectives of learning in the learning process*
- *describe the stages of teaching and learning*

B. SYLLABUS

UNIT-1

- 1.1. Human learning: Meaning, definition and characteristics, learning in and out of school, personal and environmental factors affecting learning
- 1.2. Domains of learning: Cognitive, conative and psychomotor
- 1.3. Role of a teacher in teaching-learning context as transmitter of knowledge, role model, facilitator, negotiator and learner

UNIT-2

- 2.1. Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner with educational implications
- 2.2. Social Learning Theories: Bandura and Vigotsky and their educational implications
- 2.3. Learning for transfer: Concept, types (low-road or substantive transfer and high-road or procedural transfer) and promoting transfer of learning

UNIT-3

- 3.1. Intelligence: Concept, nature and the role of heredity and environment
- 3.2. Spearman's Two-Factor Theory, Guilford's Factor Analytic Theory of Intelligence, Gardner's Multiple Theory of Intelligence and their educational implications
- 3.3. Motivation: Meaning, types, Maslow's Theory of Motivation and role of teacher in motivating students

UNIT-4

- 4.1. Teaching: Concept, nature, importance of teaching and phases of teaching: Pre-active, interactive and post-active
- 4.2. Strategies for teaching: Lecture, brain storming, simulation and team teaching
- 4.3. Adjustment: Meaning and nature of adjustment in context of teaching and learning, areas of adjustment, methods of adjustment and characteristics of a well-adjusted person

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Analysis of a case of maladjusted adolescent learner
2. Prepare a plan of activities for students of secondary classes which can be shared with their parents
3. Preparation of a report on child-rearing practices of children with diverse backgrounds
4. Preparation of a report on curriculum transaction and learning styles of children in atleast three different classes
5. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.

- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
- Carver, Ronald P. (2016). *Causes of high and low reading achievement*. New York: Routledge.
- Chapman, Christopher, Majis, Daniel, Reynolds, David, Sammons, Pam and Teddlie, Charles (Eds.) (2015). *The Routledge international handbook of educational effectiveness and improvement: Research policy and practice*. New York: Routledge.
- Chauhan, S.S. (2012). *Advanced educational psychology*. New Delhi: Vikas.
- Crain, W. (1992). *Theories of development: Concept and application*. New Jersey: Prentice-Hall.
- Crain, W. (1992). *Theories of development: Concepts and applications*. New Jersey: Prentice-Hall.
- Cullen, Kaithren (2011). *Introducing child psychology: A practical guide*. London: Icon.
- Feldman, R.S. (2002). *Understanding psychology*. New Delhi: Tata-McGraw Hill.
- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Galotti, Kathleen M. (2005) *Cognitive psychology: In and out of the laboratory*. New Delhi: Sage.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. London: Paladin Books.
- Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jones, Fred (2014). *Tools for teaching*. New York : Fredric Jones and Associates.
- Kellogg, Ronald T. (2012). *Fundamentals of cognitive psychology*. New Delhi: Sage.
- Kulkarni, S.S. (1986). *Introduction to educational psychology*. New Delhi: Oxford and IBH.
- Lefrancois, Guy R. (2011). *Theories of human learning: What a professor said*. New York: Wadsworth.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Piaget, J. (1997). Development and learning in Gauvian M. and Cole, M. (Eds.) Readings on

the development of children. New York: W.H. Freeman.

- Piaget, J. (1997). Development and learning. In Gauvian M. and Cole, M. (Eds.), Reading on the development of children. New York: W.H. Freeman.
- Piaget, J. (1999). *Judgement and reasoning in the child*. London: Routledge.
- Pollard, Andrew et al. (2014). *Reflective teaching in schools*. London: Bloomsburry Publishing.
- Reigeluth, Charles M. (2009). *Instructional-design and models: A new paradigm of instructional theory (Vol. II)* New York: Routledge.
- Richards, Gill and Armstrong (Eds.) (2015). *Teaching and learning in diverse and inclusive classrooms*. New York: Routledge.
- Richardson, Virginia (Ed.) (1997). *Constructivist teacher education: Building a world of new understanding*. New York: Routledge.
- Santrock, John W. (2011). *Life span development*. New Delhi: McGraw Hill Education (India).
- Sharma, R.A. (2012). *Technology of teaching*. Meerut: R.Lall Book Depot.
- Sharma, S.K. (2005). *Learning and teaching: Learning process*. New Delhi: Gyan Books.
- Solso, Robert L. (2014). *Cognitive psychology*. New Delhi: Sage.
- Sternberg, Robert J. (1984). *Beyond I.Q.: A triarchic theory of intelligence*. Cambridge (U.K.): Cambridge University Press.
- Sternberg, Robert J. (1998). *The triarchic mind: A new theory of human intelligence*. New York : Viking.
- Sternberg, Robert J. (1999). *Thinking styles*. Cambridge (U.K.): Cambridge University Press.
- Thompson, G.G. and Gardner, F.F. (2011) *Educational psychology*. New Delhi: Surjit Publications.
- Vygotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Walton, David (2013). *Introducing emotional intelligence: A practical guide*. London: Icon.
- Wentzel, Kathryn and Miele, David (Eds.) (2016). *Handbook of motivation at school*. New York: Routledge.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi :Pearson Education.

(GROUP - I)
PEDAGOGY OF SCIENCE

Course Code : BDE-202(A)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop understanding of the nature of science and its interface with society*
- *acquire a conceptual understanding of the pedagogy of science*
- *use various methods and approaches of teaching science*
- *use the formative and summative methods of evaluation in science*
- *acquire a favourable scientific temper towards teaching science*

B. SYLLABUS

UNIT-1

- 1.1.** Concept of science, science as a process and a product, Impact of science on society.
- 1.2.** Scientific Attitude: Meaning, importance, role of science teacher in the development of scientific attitude among students, qualities of a person possessing scientific attitude
- 1.3.** Contribution of the following eminent Scientists: Har Gobind Khurana, Jagdish Chandra Bose, C.V. Raman, A.P.J. Abdul Kalam

UNIT-2

- 2.1.** Aims and objectives of teaching science in secondary schools- bases for formulation of objectives; objectives of teaching science at secondary level (NCF, 2005)
- 2.2.** Instructional objectives of teaching science and stating them in observable behavioural changes (knowledge, understanding, application, skill, attitude, interest and appreciation)
- 2.3.** Curriculum: Concept, principles and steps for curriculum construction

UNIT-3

- 3.1.** Approaches of Teaching Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches.
- 3.2.** Methods of teaching science: Meaning, steps, advantages and limitations of different methods of teaching science (Lecture-cum-demonstration/laboratory/problem solving)
- 3.3.** Modern Trends in Teaching Science at Secondary level:
 - (a) Concept mapping: Meaning, its use for summarising a unit and evaluating students' understanding and steps involved therein

- (b) Virtual lab and simulation in teaching of science

UNIT-4

- 4.1.** Lesson Planning in Science: Meaning, importance; preparation of lesson plans according to Herbartian, RCEM and Constructivist approaches, importance of instructional aids in teaching-learning process
- 4.2.** Learning Resources in Science: Text books, characteristics of a good text book, reference books, research journals, e-resources and community resources; learning beyond classroom: Importance, planning and organizing co-curricular activities (science club, science museum, science fair)
- 4.3.** Evaluating Learning in Science: Concept, need, types (formative and summative), construction of objective-based test items, preparation of a blue print for achievement and diagnostic test and remedial/enrichment measures and tools and techniques of continuous and comprehensive evaluation in science.

C. SESSIONAL WORK

The student-teacher may attempt any one of the following activities:

1. Case study of a science laboratory of a secondary school
2. Preparation of a diagnostic test of Physics/Chemistry/Botany/Zoology on any one unit of the syllabus for Class VIII/IX/X
3. Preparation of a low-cost teaching aid for a lesson on Science
4. Presentation of a seminar on 'Virtual lab and simulation'
5. Any other approved relevant activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
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- Frost, Jenny and Turner, Tony (2005). *Learning to teach science in secondary school*. New York: Routledge Palmer.
- Gupta, S.K. (1981). *Teaching of science in secondary schools*. New Delhi: Sterling Publishers.
- Gupta, S.K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House.
- Johnson, D.W., Johnson, R.T. and Stanne, M.E. (2006). *Cooperative learning methods: A meta-analysis*. University of Minnesota Minneapolis: Co-operative centre.
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- Layton, D. (1989). *Innovations in science and technology education*. New Delhi: Sterling Publishers.
- Maitre, K. (1991). *Teaching of Physics*. New Delhi: Discovery Publishing House.
- Mohan, Radha (2003). *Innovative science teaching for science teacher*. New Delhi: Prentice-Hall.
- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
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- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
- Rao, D.B. (1997). *Reflections on scientific attitude*. New Delhi: Discovery Publishing House.
- Rao, V.K. (2004). *Science education*. New Delhi: APH.
- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: Dhanpat Rai.
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- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: Vinod Pustak Mandir.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching science*. New Delhi : Dominant Publications.
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- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publication.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.

(GROUP - I)
PEDAGOGY OF PHYSICAL SCIENCE
(PHYSICS AND CHEMISTRY)

Course Code : BDE-202(B)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop understanding of the nature of physical science and its interface with society*
- *acquire a conceptual understanding of the pedagogy of physical science*
- *use various methods and approaches of teaching physical science*
- *understand and use the formative and summative methods of evaluation in physical science*
- *acquire a favourable scientific temper towards teaching physical science*

B. SYLLABUS

UNIT-1

- 1.1. Concept of science and physical science, physical science as a process and a product, Impact of physical science on society
- 1.2. Constitution of Indian & foreign scientists: C.V. Raman, A.P.J. Abdul Kalam, Madam Curie, Eienstien, Newton.
- 1.3. Scientific attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude

UNIT-2

- 2.1. Aims and objectives of teaching physical science in secondary schools; bases for formulation of objectives, objectives of teaching physical science at secondary level (NCF, 2005)
- 2.2. Instructional objectives of teaching physical science and stating them in observable behavioural changes (knowledge, understanding, application, skill, attitude, interest and appreciation)
- 2.3. Curriculum: Concept, principles and steps for the curriculum construction

UNIT-3

- 3.1. Approaches of teaching physical science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches.
- 3.2. Methods of teaching physical science: Meaning, steps, advantages and limitations of different methods of teaching physical science (Lecture-cum-demonstration, laboratory methods, problem solving).
- 3.2. Modern trends in teaching physical science at secondary level:

- (a) Concept mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
- (b) Virtual lab and simulation in teaching of Physical Science

UNIT-4

- 4.1.** Lesson planning in physical science: Meaning, Importance and preparation of lesson plans according to Herbartian, RCEM and Constructivist approaches; Importance of instructional aids in teaching-learning
- 4.2.** Learning resources in physical science: Text books, characteristics of a good text book, reference books, research journals, e-resources and community resources; learning beyond classroom: Importance, planning and organizing co-curricular activities (science club, science museum, science fair)
- 4.3.** Evaluating learning in physical science: Concept, need, types (formative and summative), construction of objective-based test items, preparation of a blue print for achievement and diagnostic test; remedial/enrichment measures, tools and techniques of continuous and comprehensive evaluation in physical science

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

- 1. Case study of a physics/chemistry laboratory in a secondary school
- 2. Preparation of a diagnostic test on any one unit of the syllabus of physics/chemistry for Class VIII/IX/X
- 3. Life sketch and contribution of any two prominent Indian scientists (Physics/Chemistry)
- 4. Preparation of a low cost teaching aid for a lesson on Physics/Chemistry
- 5. Any other approved relevant activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
- Fensham, P.J. (1994). *The content of science: A constructive approach to its teaching and learning*. Washington D.C. : The Falmer Press.
- Frost, Jenny and Turner, Tony (2005). *Learning to teach science in secondary school*. New York: Routledge Palmer.
- Gupta, S.K. (1981). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publishers.
- Gupta, S.K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House.
- Johnson, D.W. Johnson, R.T. and Stanne, M.E. (2006). *Cooperative learning methods: A meta-analysis*. University of Minnesota Minneapolis: Co-operative Centre.
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- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
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- Rao, V.K. (2004). *Science education*. New Delhi: APH.
- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
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- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: Vinod Pustak Mandir.
- Sood, K.J. (1989). *New Directions in science teaching*. Chandigarh: Kohli Publishers.
- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching physical science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21st century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (2006). *Teaching physical science*. Hyderabad: Neelkamal.
- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publications.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.

(GROUP - I)
PEDAGOGY OF BIOLOGICAL SCIENCE
(BOTANY AND ZOOLOGY)

Course : BDE-
Code 202(C)
Credits : 04

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop scientific attitude*
- *acquire a conceptual understanding of the pedagogy of biological science*
- *explain the aims and objectives of teaching biology at secondary level*
- *describe the importance of biology and its correlation with other subjects*
- *state the objectives of teaching biology in behavioural terms.*

B. SYLLABUS

UNIT-1

- 1.1.** Biological Science: Meaning, relationship between biology and human welfare.
- 1.2.** Contributions of Indian and foreign biologists: Jagdish Chandra Bose, Birbal Sahni, Har Gobind Khurana, Salim Ali, Charles Darwin, Gregor Mendel, Louis Pasteur
- 1.3.** Scientific attitude: Meaning, importance, role of biological science teacher in its development and qualities of a person possessing scientific attitude

UNIT-2

- 2.1.** Aims and objectives of teaching biological science in secondary schools: bases for formulation of objectives, objectives of teaching biological science at secondary level (NCF, 2005)
- 2.2.** Instructional objectives of teaching biological science and stating them in observable behavioural changes (knowledge, understanding, application, skill, attitude, interest and appreciation)
- 2.3.** Curriculum: Concept, principles and steps for curriculum construction

UNIT-3

- 3.1.** Approaches of teaching biological science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches.

- 3.2.** Methods of teaching biological science: Meaning, steps, advantages and limitations of different methods of teaching biological science (Lecture-cum-demonstration, laboratory methods, Problem solving).
- 3.3.** Modern trends in teaching biological science at secondary level:
- (a) Concept, mapping: Meaning, its use for summarising a unit and evaluating students understanding, steps involved therein
 - (b) Virtual lab and simulation in teaching of biological science.

UNIT-4

- 4.1.** Lesson planning in biological science: Meaning, importance; preparation of lesson plans according to Herbartian, RCEM and Constructivist approaches and importance of instructional aids in teaching-learning process
- 4.2.** Learning resources in biological science: Textbooks, characteristics of a good textbook, reference books, research journals, e-resources and community resources; learning beyond classroom: Importance, planning and organizing co-curricular activities (science club, science museum, science fair)
- 4.3.** Evaluating learning in biological science: Concept, need, types (Formative and summative), construction of objective-based test items, preparation of a blue print for achievement and diagnostic tests, remedial/enrichment measures and tools and techniques of continuous and comprehensive evaluation in biological science

C. SESSIONAL WORK

The student-teacher may select any one of the following activities:

- 1. Preparation of a diagnostic text of biology on any one unit of the syllabus for class VIII/IX/X
- 2. Preparation of a low-cost teaching aid for a lesson on biological science
- 3. Life sketch and contribution of any two prominent Indian Scientists (Botany/Zoology)
- 4. Case study of a Botany/Zoology laboratory in a secondary school
- 5. Any other approved relevant activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
- Fensham, P.J. (1994). *The content of science: A constructive approach to its teaching and learning*. Washington D.C. : The Falmer Press.
- Frost, Jenny and Turner, Tony (2005). *Learning to teach science in secondary school*. New York: Routledge Palmer.
- Gupta, S.K. (1983). *Technology of science education*. New Delhi: Vikas Publishing House.
- Johnson, D.W., Johnson, R.T. and Stanne, M.E. (2006). *Cooperative learning methods: A meta-analysis*. University of Minnesota Minneapolis: Cooperative centre.
- Kulshreshta, S.P. (1998). *Teaching of biology*. Meerut: Loyal Book Depot.

- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
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- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Rao, D.B. (1997). *Reflections on scientific attitude*. New Delhi: Discovery Publishing House.
- Rao, V.K. (2004). *Science education*. New Delhi: APH.
- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: Dhanpat Rai.
- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Commonwealth Publishers.
- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: Vinod Pustak Mandir.
- Sood, K.J. (1989). *New Directions in science teaching*. Chandigarh: Kohli Publishers.
- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
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- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Yadav, K. (1993). *Teaching of life science*. New Delhi: Anmol Publications.
- Yadav, M.S. (1992). *Teaching of science*. New Delhi: Mangaldeep Publication.
- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
- Yadav, M.S. (2010). *Teaching science at higher level*. New Delhi: Anmol Publishers.

(GROUP - I)
PEDAGOGY OF SOCIAL SCIENCE

Course Code : BDE-202(D)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the concept, nature and scope of social science*
- *develop competencies for designing lesson plans, as well as tools of evaluation for social science teaching*
- *develop skills in preparation and use of support materials for effective social science teaching*
- *organize co-curricular activities and community resources for promoting social science learning*

B. SYLLABUS

UNIT-1

- 1.1.** Social science: Meaning, scope, major social science disciplines in schools
- 1.2.** Value of teaching social science: Social, cultural and environmental
- 1.3.** Contribution of eminent social scientists: Christopher Columbus, Max Weber, Chanakya and Amartya Sen

UNIT-2

- 2.1.** Aims of teaching social science at secondary level and objectives of teaching social science at secondary level (NCF, 2005)
- 2.2.** Instructional objectives of teaching social science and stating them in observable changes (knowledge, understanding, application, skill, attitude, interest and appreciation)
- 2.3.** Curriculum: Concept, principles and steps for curriculum construction

UNIT-3

- 3.1.** Approaches of teaching social science: Meaning, uses, advantages and limitations of problem solving and constructivist approaches
- 3.2.** Methods of teaching social science: Meaning, importance, steps, advantages and limitations of methods of teaching social science (lecture method, discussion method, source method and co-operative learning method)
- 3.3.** Modern trends in teaching social science at secondary level

- (a) Concept mapping: Meaning, its use for summarizing a unit and evaluation of students comprehension and steps involved therein
- (b) Use of technology in teaching social science (virtual lab, social science games & video clippings)

UNIT-4

- 4.1.** Lesson planning in social science: Meaning, Importance and preparation of lesson plan in social sciences according to Herbartian, RCEM and Constructivist approaches; importance of instructional aids in teaching-learning process
- 4.2.** Learning resources in social science: Text books, characteristics of a good textbook, reference books, research journals, e-resources and community resources, learning beyond classroom: Importance of co-curricular activities (visit to historical sites, field trips, educational tours organizing debates and quiz programmes) & planning and organization of these activities
- 4.3.** Evaluating learning in social science: Concept, need, types (formative and summative), construction of objective-based test items, preparation of a blue print for achievement and diagnostic tests, remedial/enrichment measures, tools and techniques of continuous and comprehensive evaluation in social science

C. SESSIONAL WORK

The student-teacher may attempt any one of the following activities:

- 1. Develop an Action Research Plan on a problem related to teaching and learning in social Science
- 2. Preparation of a diagnostic test in social science on any one unit of the syllabus for class viii/ix/x
- 3. Adapt teaching-learning materials for a normal and a child with disabilities
- 4. Development of an achievement test in social science
- 5. Organisation and participation in activities like quiz, mock-parliament, field trip, exhibition or any other co-curricular activity in school.

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

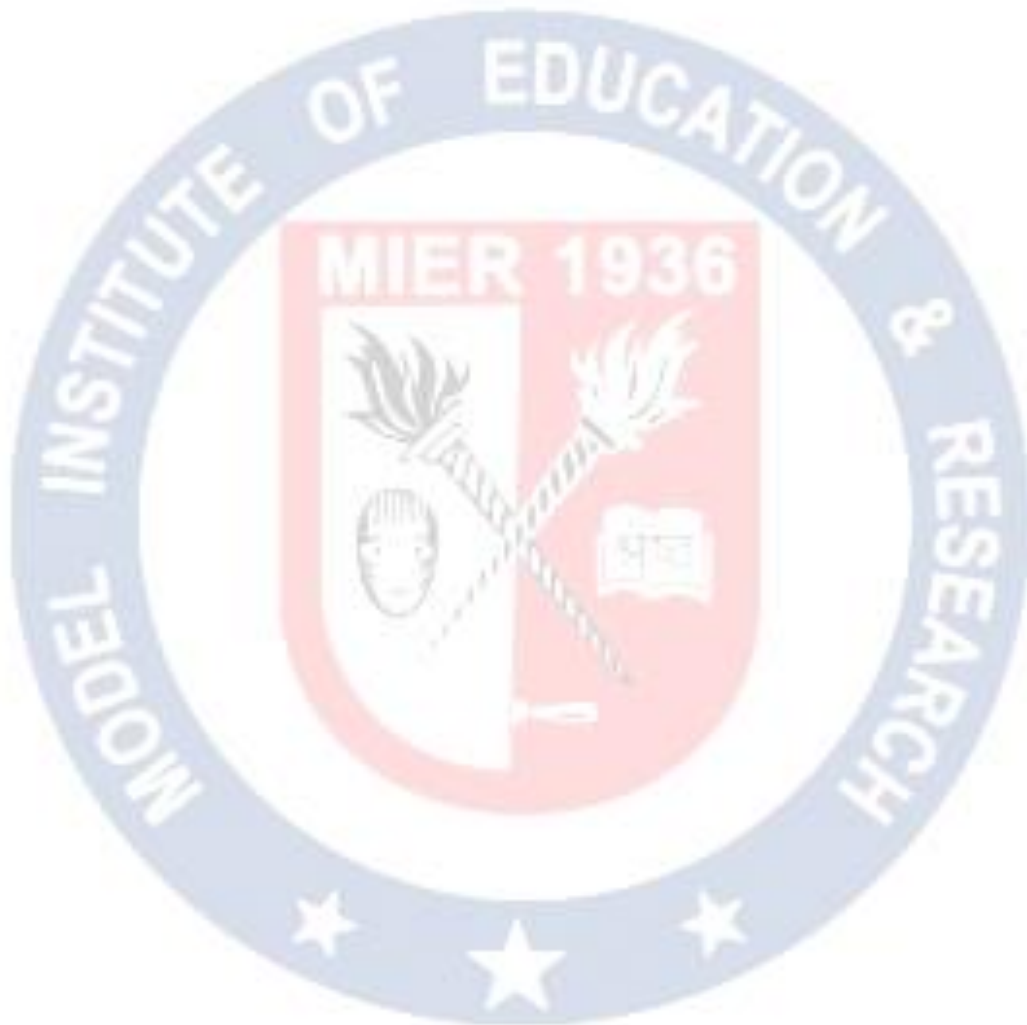
E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad (U.P.):Vikas Publishing House.
- Batra, P. (2010). *Social science learning in school perspective and challenges*. New Delhi : Sage.
- Chauhan, S.S. (2008). *Innovations in teaching learning process*. Sahidabad :Vikas Publishing House.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi : APH Publishing Corporation.
- Duplass, J.A. (2009). *Teaching elementary social studies*. New Delhi : Atlantic Publishers.
- Mangal, S.K. (2004). *Teaching of social science*. New Delhi :Arya Book Depot.
- Mangal, U. (2005). *Samajik Shikshan*. New Delhi :Arya Book Depot.

- Sharma, R.A. (2008). *Technological foundation of education*. Meerut : R. Lall Books Depot.
- Sharma, R.N. (2008). *Principles and techniques of education*. New Delhi :Surjeet Publications.
- Singh, Y.K. (2009). *Teaching of history : Modern methods*. New Delhi : APH.



(GROUP - II)
PEDAGOGY OF ENGLISH

Course Code : BDE-203(A)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *develop an understanding of the principles of language teaching*
- *acquire knowledge of the objectives of teaching English as a second language*
- *develop ability to integrate the teaching skills for communicative purpose*
- *acquire knowledge of different approaches and methods of teaching English as a second language*
- *prepare yearly unit plans and daily lesson plans of English language*
- *understand the concept and structure of language*

B. SYLLABUS

UNIT-1

- 1.1.** Concept of Language, Language acquisition and Language learning, meaning of mother tongue and second language, principle of second language teaching.
- 1.2.** Importance of English as an International language, forms of English-formal, informal, written and spoken.
- 1.3.** Objectives of teaching English language: Skill-based (listening, speaking, reading and writing) and competency-based (linguistic competence and communicative competence)

UNIT-2

- 2.1.** Instructional objectives of teaching prose, poetry and grammar in behavioural terms
- 2.2.** Elements of English language: Its Structure – Phonological, Morphological and Syntactic:
Phonological structure: Mechanism of speech, Phonemes: Vowels and consonants, diphthongs
- 2.3.** Morphological Structure: Meaning, importance and types – Prefixes and Suffixes, Free and bound affixes, verb forms, adjectives and adverbs; Syntactic Structure: Basic structure, types of sentences; Assertive, interrogative, imperative, exclamatory and optative.

UNIT-3

- 3.1. Methods of teaching English: Direct, bilingual, PPP(Presentation, practice and production), computer assisted language teaching methods. Approaches, techniques of teaching English, difference between an approach and a method.
- 3.2. Lesson planning - Meaning, importance, types of plans (yearly and unit plans) for teaching prose, poetry and steps for the preparation of lesson plans for teaching English using Herbartian, RCEM and Constructivist approaches
- 3.2. Evaluation in English in terms of cognitive, affective and psycho-motor behavioural developments, types of evaluation (Formative and summative), essay type, short answer and objective type; Diagnostic tests, Error analysis and Remedial teaching

UNIT-4

- 4.1. Curriculum: Concept, principles, basis and steps for the curriculum construction; Text book-meaning and importance, qualities of a good text book
- 4.2. Resources for teaching and learning English: Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, CD players, radio, newspapers, magazines, chalk-board, language laboratory and language games; use of community resources and media for language development. Uses of audio-visual aids in teaching of English.
- 4.3. Qualities, responsibility and professional ethics of language teacher

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Design teaching programme based on error analysis
2. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
3. Develop work sheet (interactive including language games)
4. Prepare worksheets to enrich vocabulary among secondary students with disabilities
5. Develop lesson plans for the teaching of prose and poetry
6. Critically analyze any one poem or essay of a well known poet or writer
7. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi :Ratnasagar.
- Allen, H. & Cambell, R. (1972). *Teaching English as second language*. New York : Mcg Raw Hill.
- Amritavatli, R. (1999). *Language as a dynamic text : Essays on language, cognition and communication (CIFL Akshara series)*.Hyderabad : Allien Publishers.
- Bharthi, T. & Hariprasad, M. (2004). *Communicative English*. Hyderabad :Neelkamal Publications.
- Bhatia, K.K. &Kaur, N. (2011). *Teaching and learning English as a foreign language*. New Delhi :Kalyani Publishers.
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- Bindra, R. (2005). *Teaching of English*. Jammu :Radha Krishan Anand.
- Brumfit, C.J., & Johnson (Ed.) (1979). *The communicative approach to language teaching*. Oxford : Oxford University Press.

- Bryne, D. (1988). *Teaching writing skills*. London : Longman.
- Carver, Ronald P. (2016). *The causes of high and low reading achievement*. New York :Routledge.
- Choudhary, N.R. (2002). *English language teaching*. Mumbai :Himalya Publishing House.
- Dave, Pratisma S. (2002). *Communicative approach to the teaching of English as a second language*. Mumbai :Himalya Publishing House.
- Embrey, Stephanie (2015). *The teacher's lesson planner and record book*. New Delhi: Sterling.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
- Grellet, F. (1980). *Developing reading skills*. New York : Cambridge University Press.
- Krashen, D. (1992). *Principles and practice in second language acquisition*. London : Pergamum Press.
- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur :Rawat Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). *Techniques of teaching English*. Hyderabad :Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and methods*. New Delhi :Shipra Publication.
- Swamy, Krishna (2003). *Teaching English*. Patiala : Twenty First Century Publications.

(GROUP - II)
PEDAGOGY OF HINDI

Course Code : BDE-203(B)

Credits : 04

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the importance and role of Hindi language*
- *develop understanding of the aims of teaching Hindi prose, poetry and grammar*
- *develop understanding of different methods of teaching Hindi*
- *teach prose and poetry to the students of secondary classes*
- *write behavioural objectives for teaching Hindi prose, poetry and composition*
- *prepare yearly and daily unit plan of Hindi language*
- *develop diagnostic and remedial skills in teaching Hindi*

B. SYLLABUS

UNIT-1

- 1.1.** Language: Meaning and importance, place of Hindi at the national and international level, objectives of teaching Hindi at secondary level
- 1.2.** Role of Hindi as a driving force for national integration, Hindi as the first and second language and challenges of teaching and learning Hindi
- 1.3.** Contribution of eminent Hindi writers in the development of Hindi: Tulsidas, Surdas, Bhartendu Harish Chandra, Maithili Sharan Gupt, Sumitra Nandan Pant and Mahadevi Verma

UNIT-2

- 2.1.** Elements of Hindi language: Its structure-phonological, morphological and syntactic; Phonological structure: Mechanism of speech, pronunciation, phonemes: Vowels and consonants, diphthongs, stress, intonation and rhythm
- 2.2.** Morphological Structure: Meaning, importance and type – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 2.3.** Syntactic Structure: Meaning and importance; basic structure; types of sentences – Statements (affirmative and negative), interrogative, imperative and exclamatory

UNIT-3

- 3.1. Acquisition of language skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure of the acquisition the language skills
- 3.2. Behavioural objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives for teaching Hindi-Prose, poetry and composition
- 3.3. Lesson Planning: Meaning, importance, basic elements and its preparation (Herbartian Constructivist and RCEM approaches), preparation of yearly and unit plans.

UNIT-4

- 4.1. Curriculum: Meaning, importance and principles of preparing good curriculum for Hindi at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Hindi
- 4.2. Audio-visual aides: Meaning and importance, uses of Audio-visual in Hindi; Resource for teaching and learning Hindi: Television, Charts, radio, newspaper, models, chalkboard, language laboratory, magazines, Tape-recorder
- 4.3. Evaluation: Meaning, importance and types of tests (essay type, short - answer type and objective type), construction of achievement and diagnostic tests, error analysis and remedial measures, continuous and comprehensive evaluation of CCE- meaning & Components.

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Develop a multi-media lesson in Hindi on a topic of your choice for class IX and transacting the same before peers as simulated teaching exercise.
2. Analytical study of any one textbook or a prominent literary work (novel, poetry, short story in Hindi)
3. Identifying and evaluating ICT resources suitable for teaching Hindi.
4. Translation of one article in English (about 300 words) into Hindi language.
5. Any other approved relevant activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |

(b) Seminar/Assignment : 15 Marks

(c) Attendance* : 05 Marks

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

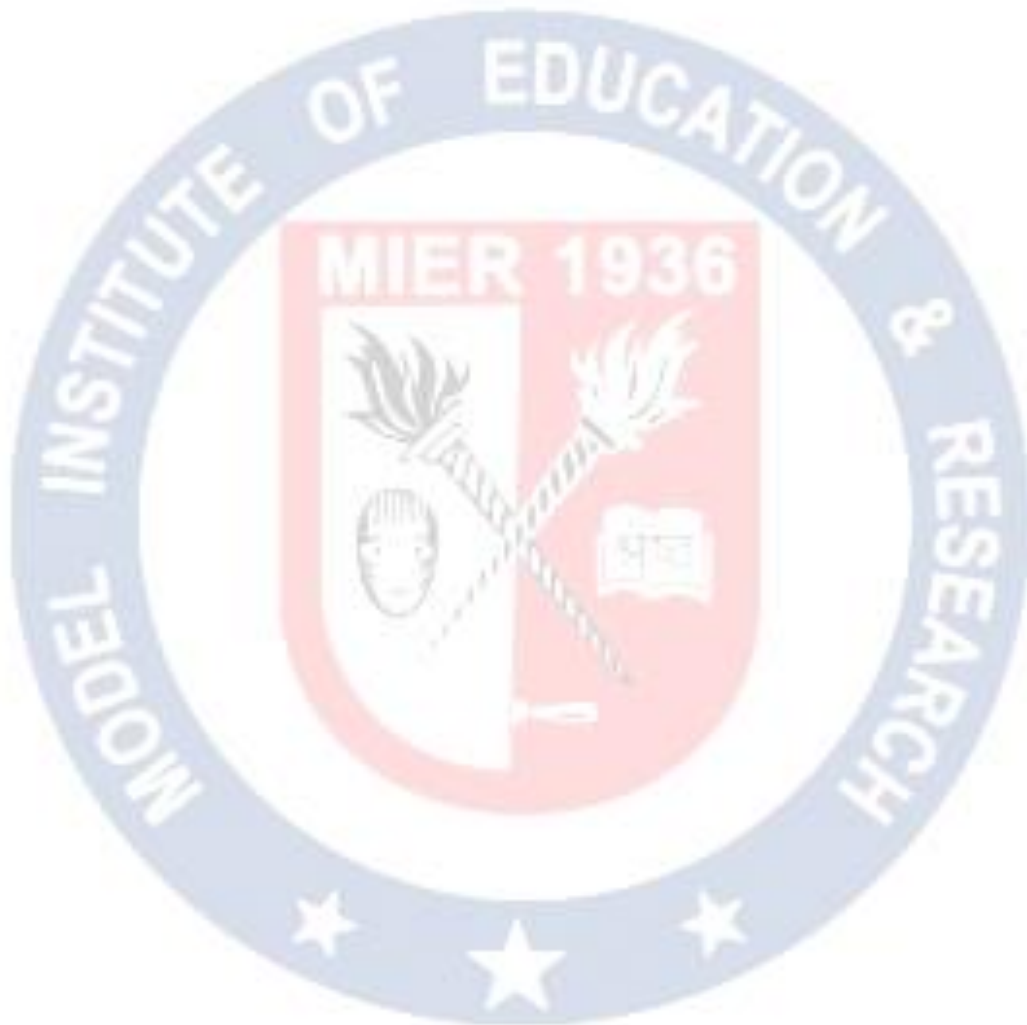
E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Bahri, Hardev (1974). *Vayavharikvyakaran*. Allahabad :Lok Bharti Prakashan.
- Bhatia, Kailash Chandra and Chaturvedi, MotiLal (2001). *Hindi bhasha, Vikasaurswaroop*. New Delhi :Granth Academy.
- Kashyap, Renu (2001). *Rajbhasha Hindi kaswaroop :Vishleshan*. Patna :Jigyasa Prakashan.
- Mangal, Uma (2005). *Hindi shikshan*. New Delhi: Arya Book Depot.
- Pandey, Ramshakal (2004). *Nutan Hindibhashashikshan*. Agra :Vinod Pustak Mandir.
- Pandey, Ramshakal (2005). *Hindishikshan*. Agra :Vinod Pustak Mandir.
- Pandey, Shrutikant and Aayam, Abhinav (2010). *Hindishikshan*. Noida: Axis Books.
- Pareek, Mamta (2006). *Hidnishikshan*. Jaipur :Kalpana Publications.
- Raman, BihariLal (2002). *Hindishikshan*. Meerut :Rustogi Prakashan.
- Shukla, Ram Chandra (2006). *HindisahityakaItihas*. New Delhi : Raj Kamal Prakashan.

- Singh, Niranjan Kumar (2006). *Madhyamik Vidyalyonmeinshikshan*. Jaipur : Rajasthan Hindi Granth Academy.
- Singh, Savitri (2004). *Hindishikshan*. Meerut : International Publishing House.
- Vyas, Bhagwati Lal and Ved, Prakash (2004). *Hindi shikshankaynayayaayam*. Agra :Radha Prakashan.



(GROUP - II)
PEDAGOGY OF URDU

Course : BDE-
Code 203(C)
Credits : 04

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the importance and role of Urdu language*
- *develop understanding of the aims of teaching Urdu prose, poetry and grammar*
- *develop understanding of different methods of teaching Urdu*
- *teach prose and poetry to the students of secondary classes*
- *develop diagnostic and remedial skills in teaching Urdu*
- *write behavioural objectives for teaching Urdu prose, poetry and composition*

B. SYLLABUS

UNIT-1

- 1.1.** Origin and development of Urdu language in India and in the State of Jammu and Kashmir and its present status, objectives of teaching Urdu at secondary level.
- 1.2.** Role of Urdu Language in India : Pre and Post-independence; Urdu as a driving force for national integration, Urdu as first, second and third language; Urdu at international level and challenges of teaching and learning Urdu.
- 1.3.** Contribution of Eminent Urdu writers and poets: Meer Taqui Meer, Meer Aman, Ratan Nath Sarshar, Firaq Gorakhpuri and Parveen Shakar.

UNIT-2

- 2.1.** Elements of Urdu language: Its structure - phonological, morphological and syntactic; Phonological structure: Mechanism of speech, pronunciation, phonemes: Vowels and consonants, diphthongs, stress, intonation and rhythm
- 2.2.** Morphological structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 2.3.** Syntactic structure: Meaning and importance; basic structures; Types of sentences – statements (affirmative and negative, interrogative, imperative and exclamatory)

UNIT-3

- 3.1. Acquisition of language skills: Listening, speaking, reading and writing their significance and inter-correlation between these skills, procedure of the acquisition the language skills
- 3.2. Behavioural objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives for teaching Urdu–Prose, poetry and composition
- 3.3. Lesson Planning: Meaning, importance, basic elements and its preparation (Herbartian and RCEM), preparation of unit and yearly plans, use of instructional aids in teaching-learning aids

UNIT-4

- 4.1. Curriculum: Meaning, importance and principles of preparing good curriculum for Urdu at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Urdu
- 4.2. Co-curricular activities: Meaning, importance and role of co-curricular activities for teaching Urdu through:
 - Literary clubs
 - School magazines
 - Debates
 - Quiz programmes
 - Dramas
 - Mushairas
- 4.3. Evaluation: Meaning, importance and types of tests (essay type, short answer type and objective type), construction of achievement and diagnostic tests, error analysis and remedial measures, continuous and comprehensive evaluation for curricular and co-curricular activities

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Develop a multi-media lesson in Urdu on a topic of your choice for class IX and transacting the same before peers as simulated teaching exercise

OR

Analytical study of any one textbook or a prominent literary work (novel, poetry, short story in Urdu)

2. Identifying and evaluating ICT resources suitable for teaching Urdu
3. Translation of one article in English (about 300 words) into Urdu language
4. Any other approved relevant activity

D. EVALUATION:

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Abdullah, Saleem (1986) *Urdu kaisepadhayen*. Aligarh : Educational Publishing House.
- Ansar, Akhter (1970). *Ghazal aurghazalkitaleem*. New Delhi :Taraqqi-e-Urdu, Board.
- Ansari, Akhtar (2001). *Ghazal aurghazalkitaleem*. New Delhi : National Council for Promotion of Urdu Language.
- Ansari, Akhter (1980). *Studies in language and language teaching*. Aligarh : Friends Book House.

- Ashrafi, Wahaab (2005). *Tareekhadab-e-Urdu*, Part I, II and III. New Delhi : Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zubanauruskitaleem*. Lahore : Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi : Urdu KitabGhar.
- Hussain, Sajid (1993). *Urdu aurusetadrees*. Karachi :Rabbar Publishers.
- Jalbi, Jameel (1992). *Tareekhadab-e-urdu*, Part I and II. New Delhi : Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaafkitadrees*. New Delhi :National Council for Promotion of Urdu.
- Khan, R.H. (1974). *Urdu imla*. New Delhi :Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001) :*Zubanaurqawaid*. New Delhi : National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnumakitabfor teachers*. New Delhi : National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaidaurinsha*. New Delhi : National Council for Educational Research and Training.
- NCERT (2013). *Urdu-Zuban-o-adabkitareekh*. New Delhi : National Council for Educational Research and Training.
- NCERT (2015). *Urdu darsiyat (urdupadagogy)*. New Delhi : National Council for Educational Research and Training.
- Saleem, Mohd. Qamar (2015). *Fan-e-tadrees-e-urdu*. New Delhi : National Council for Promotion of Urdu.

(GROUP - II)
PEDAGOGY OF DOGRI

Course Code : BDE-203(D)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the importance and role of Dogri language*
- *understand the aims of teaching Dogri at secondary level of education*
- *formulate behavioural objectives for teaching Dogri prose, poetry and grammar*
- *be familiar with different methods of teaching Dogri*
- *develop diagnostic and remedial skills in teaching Dogri*

B. SYLLABUS

UNIT-1

- 1.1.** Origin and development of Dogri language in India and its present status, objectives of teaching Dogri at secondary level
- 1.2.** Dogri Language: Its importance as a regional language, relation of Dogri with other languages; Dogri as a keeper of the cultural heritage, role of Dogri in the development of moral and spiritual values
- 1.3.** Contribution of K.S. Madhukar, Krishan Smailpuri, Mohan Lal Spolia, Bhagwat Prasad Sathe, Padma Sachdev, DeenuBhai Pant, Champa Sharma, Narsingh DevJamwal, Lalit Mangotra, Inderjeet Kesar, Jitender Udhamपुरi, Yash Sharma and Om Goswami, in enriching Dogri language

UNIT-2

- 2.1.** Elements of Dogri language: Its structure - phonological, morphological and syntactic, Phonological structure: Mechanism of speech, Pronunciation, Phonemes: Vowels and consonants, Diphthongs, stress, intonation and rhythm
- 2.2.** Morphological Structure: Meaning, importance and Types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)

- 2.3.** Syntactic Structure: Meaning and importance; Basic structures: Types of sentences – Statements (affirmative and negative),interrogative, imperative and exclamatory

UNIT-3

- 3.1.** Acquisition of language skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure for the acquisition of these skills
- 3.2.** Behavioural objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Dogri - Prose, poetry and composition
- 3.3.** Lesson planning: Meaning, importance, basic elements and preparation of lesson plans (Herbartian and RCEM), preparation of daily, unit, term and yearly plans, use of instructional aids in teaching-learning process

UNIT-4

- 4.1.** Curriculum: Meaning, importance and principles of preparing good curriculum for Dogriat secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Dogri
- 4.2.** Co-curricular activities: Meaning, importance and role of co-curricular activities for teaching Dogri through:
- Literary clubs
 - School magazines
 - Debates
 - Quiz programmes
 - Dramas
 - Kavisammelans
- 4.3.** Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type), construction of achievement and diagnostic tests, error analysis and remedial measures, continuous and comprehensive evaluation of curricular and co-curricular activities

C. SESSIONAL WORKS

The student-teacher may undertake any one of the following activities:

1. Develop a multi-media lesson in Dogri on a topic of your choice for class IX and transacting the same before peers as simulated teaching exercise

OR

Analytical study of any one textbook or a prominent literary work (novel, poetry, short story in Dogri)

2. Identifying and evaluating ICT resources suitable for teaching Dogri
3. Translation of one article in English or Hindi (in about 300 words) into Dogri language.(**COMPULSORY**)

4. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Goswami, Om (2012). *Merikavyakahani*. Jammu : Hybro Publications.
- Jamwal, Narsingh Dev (2011). *Khoobsamhalebhavshuale*. Jammu :Kamla Prakashan.
- Kesar, Inderjeet (2008). *Nimmanimmahassa*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2012). *Likhat*. Jammu : Jai Mata Prakashan.

- Kesar, Inderjeet (2013). *Bhagirath*. Jammu : Jai Mata Prakashan.
- Kesar, Inderjeet (2014). *Sochtarangaan*. Jammu : Jai Mata Prakashan.
- Magotra, Lalit (2009). *Cheteindiyanjaliyan*. Jammu :Divya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai :DarshanPrakashan.
- Sapolia, Mohan Lal (1988). *Sodhsamundran di*. Jammu :Trypta Prakashan.
- Sapolia, Sita Ram (2006). *Chaanani de athroon*. Samba, Jammu :Sita Ram Sapolia.
- Sharma, Champa (2004). *Chetein de rohl*. Jammu :Manavi Prakashan.
- Sharma, Yash (2011). *Boondtreloodee*. Jammu : DD Reprographics.
- Udampur, Jitender (1999). *Dildaryakhalikhali*. Jammu :Nami Dogrisanstha.



(GROUP - II)
PEDAGOGY OF PUNJABI

Course Code : BDE- 203(E)
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

(A) OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the importance and role of Punjabi language*
- *explain the aims of teaching Punjabi at secondary level of education*
- *formulate behavioural objectives for teaching Punjabi prose, poetry and grammar.*
- *explain different methods of teaching Punjabi*
- *develop diagnostic and remedial skills in teaching Punjabi*

(B) SYLLABUS

UNIT-1

- 1.1 Origin and development of Punjabi language in India and its present status. objectives of teaching Punjabi at secondary level
- 1.2 Punjabi Language: Its importance as a regional language, relation of Punjabi with other languages
- 1.3 Contribution of Baba Farid, Bulleh Shah, Shah Hussain, Waris Shah, Bhai Veer Singh, Amrita Pritam, Mohan Singh, Shiv Kumar Batalviin enriching Punjabi language

UNIT-2

- 2.1 Elements of Punjabi language: Its structure - phonological, morphological and syntactic, Phonological structure: Mechanism of speech, pronunciation, phonemes: vowels and consonants, diphthongs, stress, intonation and rhythm
- 2.2 Morphological structure: Meaning, importance and types – free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 2.3 Syntactic structure: Meaning and importance; basic structures; types of sentences – statements (affirmative and negative), interrogative, imperative and exclamatory

UNIT-3

- 3.1 Acquisition of language skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure of the acquisition the language skills

- 3.2 Behavioural objectives: Meaning and importance, writing of behavioural objectives; writing behavioural objectives for teaching Punjabi-Prose, poetry and composition
- 3.3 Lesson Planning: Meaning, importance, basic elements and its preparation (Herbartian, RCEM and constructivist approaches), preparation of daily, unit and yearly plans

UNIT-4

- 4.1. Curriculum: Meaning, importance and principles of preparing good curriculum for Punjabi at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Punjabi
- 4.2. Audio-visual aides: Meaning and importance, uses of Audio-visual in Punjabi; Resource for teaching and learning Punjabi: Television, Charts, radio, newspaper, models, chalkboard, language laboratory, magazines, Tape-recorder
- 4.3. Evaluation: Meaning, importance and types of tests (essay type, short - answer type and objective type), construction of achievement and diagnostic tests, error analysis and remedial measures, continuous and comprehensive evaluation of CCE- meaning & Components.

(C) SESSIONAL WORKS

The student-teacher may undertake any one of the following activities:

1. Develop a multi-media lesson in Punjabi on a topic of your choice for class IX and transact the same before peers as simulated teaching exercise
2. Critical study of any one textbook or literary work (novel, poetry, short stories in Punjabi).
3. Identify and evaluate ICT resources suitable for teaching Punjabi
4. Translation of one article in English/Hindi (about 300 words) into Punjabi language
5. Any other approved activity of relevance

(D) EVALUATION

The distribution of Marks for the paper is as under:

i. External Examination	=	60
ii. Internal Assessment :		
a. Mid-term Examination/s	=	20
b. Seminar/Assignment	=	15
c. *Attendance	=	05
Total	=	40

*** Distribution of marks for attendance**

S.No	Percentage	Max. Marks
1	95% + above	05
2	90 – 94%	04
3	85 – 89%	03
4	80 – 84%	02

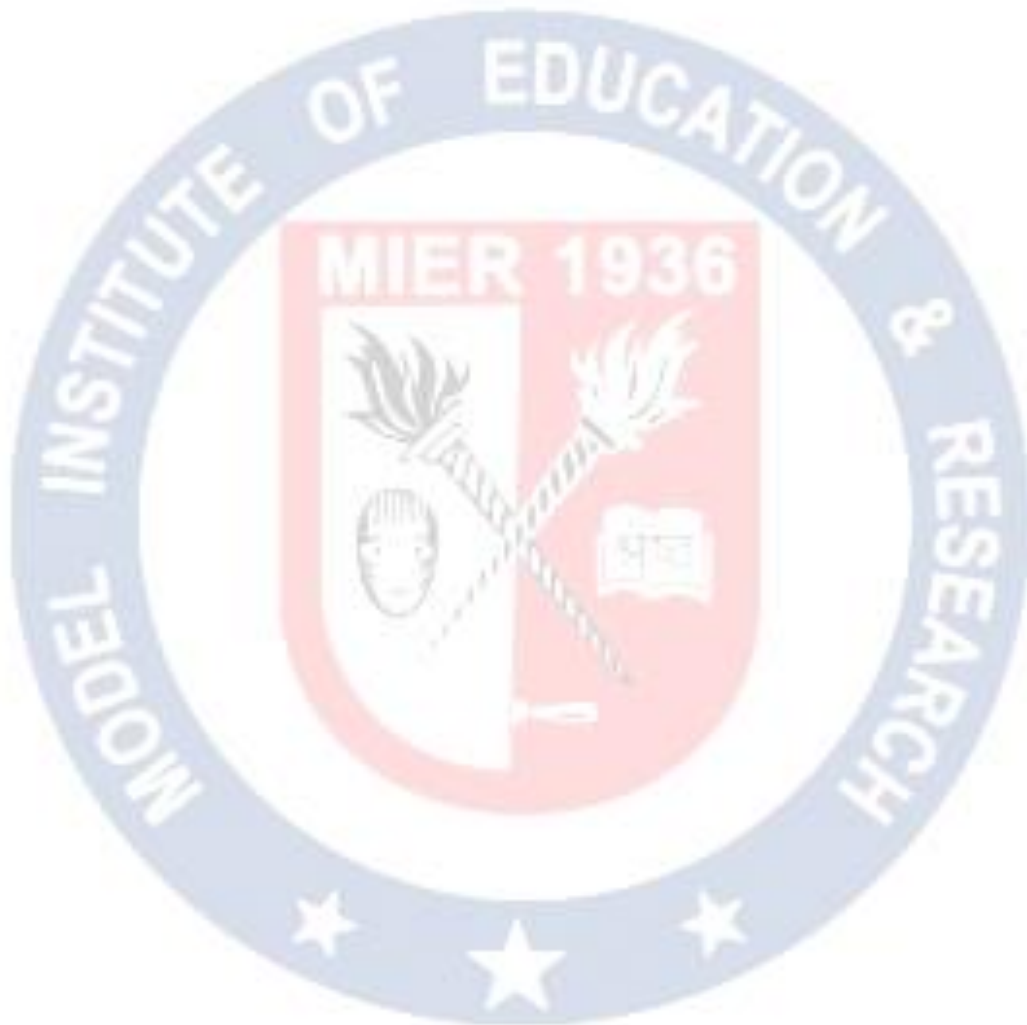
(E) NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. I shall be compulsory** comprising **four parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

(F) SUGGESTED READINGS

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Gurusar Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaranterachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatrabhasha di shikhyavidhi*. Jalandhar : New Book Company
- Kang, A.S. (1999). *Aatharveensadi da chonvansahvitya*. New Delhi : National Book Trust
- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
- Safaya, R.N. (1992). *Punjabi shikshavidhi*. Jawahar :DhanpatRai and Sons
- Singh, Gurdev (1971). *Gurmukhilipibaray*. Ludhiana : Lahore Book Depot

- Singh, G.B. (1981). *Gurmukhilipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badaldajhukaavan da adhyan*. Ludhiana : Lahore Book Depot



(GROUP - III)
PEDAGOGY OF MATHEMATICS

Course Code : BDE-204
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the nature of mathematics and its historical development*
- *describe the objectives of teaching mathematics at secondary school level*
- *apply skills to select and use different methods of teaching mathematics*
- *formulate instructional objectives for teaching of mathematics*
- *demonstrate skills to design and use various evaluation tools to measure learner achievement in mathematics*
- *acquit the students with lesson planning according to different approaches*
- *aware the students with different mathematical learning resources*
- *understand different assessment techniques in mathematics*

B. SYLLABUS

UNIT-1

- 1.1.** Meaning, nature, importance and value of mathematics, historical development of notations and number systems
- 1.2.** Contribution of eminent mathematicians (Ramanujan, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.3.** Aims and objectives of teaching mathematics at secondary school level

UNIT-2

- 2.1.** Perspectives on psychology of teaching and learning of mathematics-Constructivism, Vygotskyian perspectives and zone of proximal development
- 2.2.** Behavioural objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives for teaching Mathematics.
- 2.3.** Lesson planning: Importance and basic steps, planning lessons in mathematics (Herbartian, RCEM and Constructivist Approach), preparation of unit and yearly plans

UNIT-3

- 3.1.** Concept formation and concept attainment: Concept Attainment Model for learning and

teaching of concepts

- 3.2. Methods of teaching mathematics: Inductive-deductive, analytic-synthetic, problem-solving, and project
- 3.3. Techniques of teaching mathematics: oral work, written work, drill-work, brain-storming and computer assisted instruction (CAI)

UNIT-4

- 4.1. Mathematics laboratory: Concept, need and equipment for setting up a mathematics laboratory and utilization of learning resources in mathematics (Charts, Models, Pictures, Weighing and measuring instruments, Abacus, etc.)
- 4.2. Mathematic Club: Meaning, importance and Activities conducted by Mathematical club; Text book: Meaning, importance and qualities of a good Text book
- 4.3. Assessment and evaluation- Concept, importance and purpose, identification of hard spots and remedial measures, formative and summative assessments of learners achievement in mathematics, comprehensive and continuous evaluation in mathematics

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Pedagogical analysis of a unit of content from the syllabus of mathematics at secondary level
2. Preparation of a multimedia presentation on a topic for class VIII/IX/X
3. Construction of a question paper based on current CBSE format/J&K State Board of Education, along with its scoring key and marking scheme
4. Analyzing errors committed by school children in mathematics and preparing a remedial plan
5. Developing an action research proposal for a problem related to teaching and learning of mathematics at secondary school level with reference to students with disabilities
6. Any other approved activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

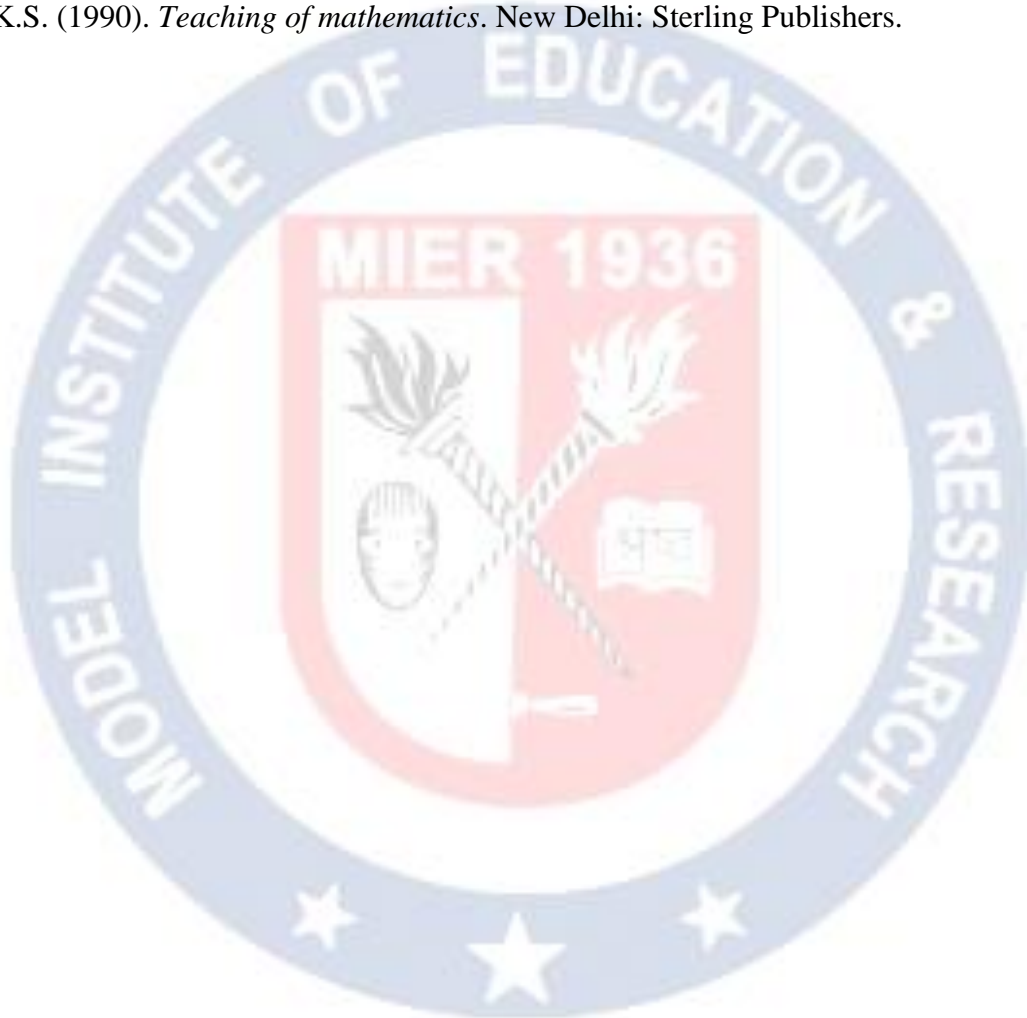
E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Carey, L.M. (1988). *Measuring and evaluating school learning*. Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching mathematics*. New Delhi :Sage.
- Chapman, L.R. (1970). *The process of learning mathematics*. New York: Pergamon Press.
- David, A.H., Maggie, M.K. & Louann, H.L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Canada: Amazon Books.
- David, W. (1988). *How children think and learn*. New York: Blackwell Publishers.
- Gupta, H. N. & Shankaran, V. (Ed.). (1984). *Content-cum-methodology of teaching mathematics*. New Delhi :NCERT.
- James, A. (2005). *Teaching of mathematics*. Hyderabad :Neelkamal Publication.
- Keeley, P. K. & Cheryl, T. R. (2011). *Mathematics formative assessment*. Canada: Sage Publications.
- Kumar, S. (2009). *Teaching of mathematics*. New Delhi: Anmol Publications.

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- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G. & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework NCERT (2005)*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi : NCTE.
- Nemeth, A. (1973). *Nemeth code for mathematics and scientific notation*. Loviseville: American Printing House.
- Sidhu, K.S. (1990). *Teaching of mathematics*. New Delhi: Sterling Publishers.



ASSESSMENT FOR LEARNING

Course Code : BDE-205
Credits : 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the concept of assessment*
- *explain the issues of assessment and evaluation*
- *differentiate between different types of assessment*
- *acquaint with the assessment of learning outcomes for different domains.*
- *use different tools of assessment*
- *know different types of tests for assessment*
- *understand different techniques of assessment*

B. SYLLABUS

UNIT-1

- 1.1. Assessment, evaluation, measurement: Meaning, difference between 'Assessment of learning' and 'Assessment for learning' and difference between assessment, evaluation and measurement
- 1.2. Importance, principles and objectives of assessment.
- 1.3. Types of assessment: Formative and summative; concept of continuous and comprehensive assessment and grading

UNIT-2

- 2.1. Qualitative and quantitative approach for assessment
- 2.2. Scales of measurement (nominal, ordinal, interval and ratio)
- 2.3. Assessment of learning outcomes for cognitive, affective and psychomotor domains, role of teacher as a facilitator in assessment for learning

UNIT-3

- 3.1. Action Research: Concept, importance, steps of conducting action research, limitations of action research
- 3.2. Standardised, teacher-made and diagnostic tests: Concept and difference among them, their uses and limitations, characteristics of a good measuring instrument/device
- 3.3. Reliability and validity of a test: Concept and methods of establishing reliability and validity of a test coefficients

UNIT-4

- 4.1. Norm-referenced and criterion-referenced test : Concept, importance and difference between the two, steps in the development of norm-referenced test
- 4.2. Quantitative tools of assessment : Written, oral and practical tests and qualitative tools of evaluation: Observation and introspection, projection and sociometry
- 4.3. Techniques of assessment: Project work, assignments, work sheets, practical work, performance-based activities, seminars and reports

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Select a topic of your choice and construct an achievement test (Norm-referenced test)
2. Prepare a diagnostic test on a topic of your choice
3. Presentation of a seminar on 'Formative and Summative Assessment'
4. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment | : 15 Marks |
| (c) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.

- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

F. SUGGESTED READINGS

- Aggarwal, R.N. and Asthana, Vipin (1983). *Educational measurement and evaluation*. Agra : VinodPustakMandir.
- Aggarwal, Y.P. (1989). *Statistical methods : Concepts, application and computation*. New Delhi : Sterling.
- Andrade, H.L. (2013). Classroom assessment in the context of learning theory and research. In J.H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California : Sage.
- Asthana, Bipin (2011). *Measurement and evaluation in psychology and education*. Agra : Aggarwal Publications.
- Burke, K. (2005). *How to assess authentic learning*. California : Corwin.
- Cohen, Louis, Manion, Lawrence and Morrison, Keith (2004). *A guide to teaching practice*. London : Routledge Falmer.
- Ebel, Robert L. and Frisbie, D.A. (1991). *Essentials of educational measurement*. New Delhi: Prentice Hall of India.
- Gregory, R.J. (2014). *Psychological testing : History, principles and application*. New Delhi: Pearson.
- Linn, Robert L. (2008). *Measurement and assessment in teaching*. New Delhi : Pearson.
- Natrajan, V. and Kulshreshta, S.P. (1983). *Assessing non-scholastic aspects : Learners behaviour*. New Delhi : Association of Indian Universities.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- Nitko, A.J. (2001). *Educational assessment of students*. New Jersey : Prentice Hall.
- Raw, Manjula (1998). *Training material on continuous and comprehensive evaluation. (Monograph)*. Mysore : Regional Institute of Education.
- Rao, Manjula (2004). *Evaluation in schools: A training package (Monograph)*. Mysore : Regional Institute of Education.
- Turkey, T.R. and Bailey, J.M. (2001). *Developing grading and reporting system for student learning*. California : Corwin.

LANGUAGE ACROSS THE CURRICULUM

Course Code : BDE-206
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *enhance knowledge acquisition through language across the curriculum*
- *understand the features of language*
- *understand language as a tool of communication*
- *explain the different roles of language*
- *develop sensitivity and competency towards catering to multi-lingual audience in schools*

B. SYLLABUS

UNIT-1

- 1.1. Language as a tool of communication: Features, and functions of language, relationship between language and society-identity, power and discrimination
- 1.2. Language in India: Status, Constitutional provisions and language policy (Article 345-351, 350-A), hierarchical status of Indian languages and their effect on classroom dynamics

UNIT-2

- 2.1. Multi-lingualism in Indian classrooms: Nature, role of mother tongue and school languages in classroom transactions and competencies of a teacher to cater to a multi-lingual classroom
- 2.2. Distinction between language as a school subject and language as a means of learning and communication, role of questioning and discussion in classrooms

UNIT-3

- 3.1. Development of skills of language (listening, speaking, reading and writing), listening skills- developing pronunciation using phonetic drills, developing vocabulary by listening
- 3.2. Reading and writing skills: Concept, importance of reading, types of reading – intensive, extensive, loud and silent reading for comprehensive fluency and thinking, defects in writing, characteristics of good handwriting, cursive writing and effective integration of four language skills

C. SESSIONAL WORK

The student-teacher may undertake anyone of the following activities:

1. Review of one article from the content areas – literature, social sciences, sciences etc.

2. Preparation of a plan to use multi-lingualism as a strategy in the classroom transaction.
3. Debate and discussion in classroom on different national and international issues and writing report thereof.
4. Writing a book review with the focus on, technical aspects of language and meaning conveyed in the text.
5. Writing a news item for academic and co-curricular activities held in the institution.
6. Any other approved activity of relevance

D. EVALUATION:

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.

- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Hengh, A. Sieruhn and P. Pluddemomn (Eds) *Multilingual education for South Africa* Johannesburg: Heinemann.
- Agnihotri, R.K. and Khanna, A.L. (Eds.) (1994) *Second language acquisition*. New Delhi : Sage.
- Butler, A. and Turbill, J. (1984). *Towards reading – writing classroom*. New York: Primary English Teaching Association, Cornell University.
- Farr, Fiona and Murray, Liam (2016). *The Routledge handbook of language learning and technology*. New York :Routledge.
- Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercise*. Cambridge: Cambridge University Press.
- NCERT (2005). *National curriculum framework*. New Delhi : National Council for Educational Research and Training.
- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur :Rawat Publications.
- Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. New Delhi: National Book Trust.
- Yule, G.C. (2006). *The Study of language* New Delhi : Cambridge University Press.

EDUCATIONAL TECHNOLOGY

Course Code : BDE-207
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the nature, scope and functions of educational technology and about the various forms of technology*
- *compare the software approach with the hardware approach to educational technology*
- *understand instructional strategies and modes of development of self-learning material*
- *develop necessary skills in the use of media utilization and applications in the teaching-learning process*
- *understand the systems approach to communication theories and modes of communication and develop ability of solving classroom problems*

B. SYLLABUS

UNIT-I

- 1.1. Educational Technology: Concept, need, scope and functions of educational technology
- 1.2. Development, Types and Approaches of Educational Technology: Hardware and software, multimedia and mass media approach, systems approach

UNIT II

- 2.1. Instructional Strategies: Concept and types – lecture, team teaching, discussion, panel discussion, seminars & tutorials.
- 2.2. Programmed learning: Concept, origin, basic structure of linear, branching and mathetics styles of programming, steps involved in construction of programmes

UNIT III

- 3.1. Communication: Concept, process and types, models of communication, barriers and remedial measures for better communication.
- 3.2. Classroom communication: Concept, process, interaction, characteristics of effective classroom communication

C. SESSIONAL WORK

The student-teacher may select any one of the following activities:

1. Collecting information regarding Central Institute of Educational Technology (CIET)
2. Developing 10 linear style frames on one topic from one pedagogy/teaching subject
3. Preparation of a list of tools and techniques of teaching through technology
4. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type**(2 questions are to be set from **each of the three units**) drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**

- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Aggarwal, J.C. (1999). *Encyclopedia of educational technology*. Vol I-IV.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi: Black Prints.
- Aggarwal J.C. & Das, R.C. (1993): *Educational technology – A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bhatt, B.D. and Prakash (2009). *Essential of educational technology*. New Delhi: Prentice Hall.
- Chauhan, S.S. (1978). *A Text-Book of Programmed Instruction*. New Delhi: Sterling Publisher.
- Das, R.C. (1993). *Educational technology – A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Evaut, M. (1992). *The international encyclopedia of educational technology*.
- Groundlund, N. E. (1970). *Stating behavioural objectives for classroom instruction*. New Delhi: MacMillon Co.
- Kumar K.L.(1996). *Educational technology*. New Delhi: New Age International (P) Ltd.
- Mager, Robert F (1965). *Preparing instructional objectives*. Fearon Publishers.
- Mangal, S.K. & Uma Mangal (2009). *Essentials of educational technology*. New Delhi.
- Markle, Susan M. (1969). *Good frames and bad – a grammar of frame writing* . John Wiley & Sons.
- Mohanty, J. (2007). *Modern trends in educational technology*. Hyderabad: Neel Kamal Publications.
- Mukhopadhyay, M. (2003). *Educational technology-knowledge assessment*. New Delhi:Shipra publications.
- Sharma, R.A. (1997). *Technology of teaching*. Meerut: Loyal Book Depot.
- Sharma R.A. (2005). *Technology of teaching*. Meerut: International Publishing House.
- Sharma, Y.K. & Sharma, M, (2006). *Educational technology and management*, (Vol.1) New Delhi: Kanishka Publishers and Distributors.
- Pandey, K.P. (1980). *A first course in instructional technology*. Gaziabad: Amitash Prakashan. Pipe, Peter (1965). *Practical Programming*. Rainohard & Winster: Holt.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.

PRE-INTERNSHIP FIELD ENGAGEMENT-II

Course Code : BDE-208

Maximum Marks : 50

Credits : 02

Internal Marks : 50

The duration of the Pre-Internship Field Engagement-II shall be 2 weeks. The different activities to be carried out by the student-teachers under the supervision of their teachers/mentors are as under:

S. No.	Activity	Max. Marks
1.	Visit to high schools for observation of atleast ten lectures delivered by school teachers during real classroom teaching.	15
2.	Observation and analysis of the schedule of the school and submission of its report.	5
3.	Interaction with students of the school in different classes and submission of report on the difficulties faced by them	5
4.	Organization of co-curricular activities by the student-teachers and participation and recording experiences of the same in the reflective journal.	10
5.	Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers while evaluating students of the school and understanding the problems faced by them with respect to implementation of the scheme in their school.	15
Total		50



SEMESTER III



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

SCHEME OF TWO YEAR B. Ed. (PROGRAMME)

The B.Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters III for the examinations to be held in December 2017, 2018 & 2019 are as under:

B. Ed. Semester – III (December 2017, 2018 & 2019)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-301	School Internship (14 Weeks)	14	150	200	350
2.	BDE-302	Gender, School and Society	02	30	20	50
3.	BDE-303	Action Research	02	30	20	50
Optional Papers (Select Any One)						
6.	BDE-304(A)	Guidance and Counselling	02	30	20	50
7.	BDE-304(B)	Early Childhood Care and Education	02	30	20	50
8.	BDE-304(C)	Environmental Education	02	30	20	50
9.	BDE-304(D)	Health and Physical Education	02	30	20	50
10.	BDE-304(E)	Peace Education	02	30	20	50
Total			20	240	260	500

SCHOOL INTERNSHIP

Course Code : BDE – 301
Credits : 16

Max. Marks : 200
External Marks : 00
Internal Marks : 200

OBJECTIVES

To enable pupil-teachers to develop:

- *Professional competencies*
- *Understanding of school functioning and school innovations*
- *Leadership qualities*

S. No.	Components	Marks
01.	Simulated Teaching (15 Lessons in each subject). Six lessons through constructivist/collaborate approach (3 in each subject).	40
02.	Four Discussion Lessons (2 lessons in each subject).	40
03.	Seventy Supervised Lessons (35 in each subject)	70
04.	Two Lessons to be delivered in each subject through the use of ICT	20
05.	Use of Teaching-Learning Material in classroom teaching (including teaching aids)	15
06.	Peer Group Observation (5 lessons)	15
Grand Total		200

During the period of internship, the student-teachers shall work as full-time teachers in the schools selected for the purpose and participate in all school activities. They shall get an opportunity to experience the school life which includes:

- a) Planning, Teaching, Assessment of classroom activities
- b) Interaction with school teachers
- c) Interaction with members of the community
- d) Interaction with children,
- e) Time table framing
- f) Participating in and organizing
 - Morning Assembly and other co-curricular activities

- Staff Meetings
- g) Act as substitute teachers
- h) Record keeping
 - Attendance register
 - Award rolls etc.
- i) Framing of Question Papers etc
- j) Crisis Management

Through their exposure to these activities the student teachers are expected to develop competency and professional identity as a teacher having professional competence needed to carry out their responsibilities

DURATION

Semester-III of the B.Ed. Programme shall have a school internship of 14 weeks wherein the first week will be exclusively dedicated to observing a regular classroom teaching with a regular teacher. In the next 13 weeks, the student teacher shall be engaged in teaching experience and other regular activities of the school, wherein he/she shall need to integrate his/her knowledge base, understanding of children and classroom processes. During this period, the teacher trainee shall be required to deliver supervised lessons in simulated conditions as well as real class room settings as shown in the table above. He / She shall be exposed to technology usage and discussion lessons besides the peer observation lessons. All activities carried out during the internship as well as during the semesters shall be part of the Reflective Journal which every student-teacher has to prepare and submit at the end of the internship.

GENDER, SCHOOL & SOCIETY

Course Code : BDE-302
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- develop basic understanding with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity, equality and feminism
- develop an understanding of the gendered roles in society and their challenges
- develop an understanding of the inequality and disparities in equal opportunities in education in societal context
- understand the gradual paradigm shift from women's studies to gender studies

B. SYLLABUS

UNIT-1

- 1.1. Gender: Issues, problems, stereotyping and empowerment
- 1.2. Equity and equality in relation to caste, class, religion, ethnicity, disability and region

UNIT-2

- 2.1. Access to Education: Inequalities and resistance (Issues of access, retention and exclusion)
- 2.2. Challenging Gender Inequalities: The Role of teachers, schools and community

UNIT-3

- 3.1. Historical Backdrop: Significant landmarks from social reform movements of century highlighting need for gender equalities; Role of media and teacher in propagation of gender equality in schools and society and its present status
- 3.2. Paradigm shift from women's studies to gender studies

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

Analysis of textual materials from the perspective of gender bias and stereotype

Or

Seminar on any one of the following themes:

1. Issue of equity and gender equality in Indian society
2. Recommendations of different commissions in India regarding gender equalities
3. Portrayal of women in print and electronic media
4. Violation of rights of females in India

5. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(ShortAnswer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/LongAnswer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Acker, S. (1994). *Gendered education: Sociological reflection on women, teaching and feminism*. London : Open University Press.
- Ambasht et al. (1971). *Developmental needs of tribal people*. New Delhi : NCERT.

- Bal, Gurpreet (Ed.) 2016. *Contemporary gender issues: Identity, status and empowerment*. Jaipur :Rawat Publication.
- Ballintine, Jeenne H. and Spade, Joan Z. (Eds.) (2011). *Schools and society: A sociological approach to education*. California: Pine Forge.
- Beasley, Chris (1999). *What is feminism: An introduction to feminist theory*. New Delhi : Sage.
- Bhattacharya, Nandini (1999). Through the looking glass: Gender socialization in a primary school in T.S. Saraswathi (Ed.). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi : Sage.
- David, Mirrian E. (1980). *State, family and education*. London :Routledge.
- Dubey, Leela (1997). *Women and kinship : Comparative perspectives on gender in South and South-East Asia*. New York: United Nations University Press.
- Dunne, Mairead (Ed.). (2008). *Gender, sexuality and development*. Boston, USA: Sense Publishers.
- Ghai, Anita (2008). Gender and inclusive education at all levels. In Ved Prakash and K. Biswal (Ed.). *Perspectives on education and development: Reversing education commission and after*. New Delhi: NUEPA.
- GOI (1975a). *Towards equality: Report of the committee on the status of women in India*. New Delhi: Dept. of Social Welfare.
- GOI (1994). *The girl child and the family: An action research study*. New Delhi: Dept. of Women and Child Development, Ministry of HRD.
- Kumar, Krishna (2013). *Choodi bazar meinladki*. New Delhi: Raj Kamal.
- Lips, Hilary M. (1989). *Sex and gender: An introduction*. California : Mayfield Publishing Co.
- Roper, Emily A. (2013). *Gender relation in sport*. Boston: Sense Publishers.
- Tyler, W. (1977). *Sociology of educational inequality*. London: Metheun.
- Walikhana, Charn (2010): *Report of expert committee on gender and education*. New Delhi: National Commission for Women.

ACTION RESEARCH

Course Code : BDE-303
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *define the concept of research and action research*
- *develop clarity of the steps of action research*
- *understand the characteristics of the tools of action research (observation, questionnaire and interview)*
- *Acquire basic skills of Computation and Graphic representation of data*

B. SYLLABUS

UNIT-I

Concept of Research

- 1.1. Research: Meaning, need and importance;
- 1.2. Types of educational research

UNIT II

Basics of Action Research

- 2.1. Action Research: Meaning, need and importance, tools of action research – observations, Questionnaire and Interview
- 2.2. Process of Action Research: Identification of the problem in school context, formulation of action hypothesis, developing action research design, collection data, analysis and interpretation of results, findings

UNIT III

Statistical Techniques and Graphical representation of Data

- 3.1. Statistics: Measures of Central tendency, measures of variability (S.D.) – Concept, Computation and Graphic representation of data
- 3.2. Computation of Coefficient of correlation (Pearson's and Spearman's methods), Computation of significance of difference between two means (large and small samples)

C. SESSIONAL WORK

The student- teacher shall develop Action Research Proposal on the identified and approved problem

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

F. SUGGESTED READINGS

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication

- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterinan
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.
- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California : Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California :Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.

GUIDANCE AND COUNSELLING

Course Code : BDE-304 (A)

Credits : 02

Maximum : 50
Marks

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the principles, need and scope of guidance and counselling*
- *apply the skills of guidance and counselling in classroom situations*
- *understand the various data gathering techniques and appreciate their importance.*
- *understand the issues of guidance and counseling in school set up.*

B. SYLLABUS

UNIT-1

- 1.1. Guidance and Counselling: Nature, purpose and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal
- 1.2. Guidance Services: Concept, purpose, principles of organizing guidance services at secondary level

UNIT-2

- 2.1. Testing Techniques in Guidance: Psychological tests, appraisal of intelligence, personality and aptitude tests
- 2.2. Non-testing Techniques in Guidance: Interview, observation, case study, cumulative record etc.

UNIT-3

- 3.1. Types of Counselling and Career Information: Directive and non-directive counselling; qualities of a good counselor; Meaning of career and career information, need, importance and objectives of career information
- 3.2. Data Gathering Techniques: Job analysis, survey method; role of career talks, exhibition and class talks in the dissemination of information.

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Counselling and report writing on a selected case
2. Report on critical observation of a counselling session
3. Preparation of a career bulletin based on authentic sources of job/employment
4. Organisation and conduct of career interview

5. Preparation of a case study of a child with special problem/s
6. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

E. SUGGESTED READINGS

- Bhatnagar, Ashok and Gupta, Nirmala (Eds). (1988). *Guidance and counselling : A theoretical perspective*. New Delhi : Vikas

- Gibson, Robert L and Michel, Marianne, J. (2005). *Introduction to counselling and guidance*. New Delhi : Prentice Hall
- Juneja, G.K. (1997). *Occupational information in guidance*. New Delhi : NCERT
- Kapunan, R.R. (2004). *Fundamentals of guidance and counselling*. Phillipines : Rex Printing Company
- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary schools*. New Delhi : Sterling
- Naik, P.S. (2013). *Counselling skills for educationists*. New Delhi : Soujanya Books
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi : APH Publishing
- NCERT (2008). *Guidance for human development and adjustment (Module 3)*. New Delhi : NCERT
- NCERT (2008). *Introduction to guidance (Module I)*. New Delhi : NCERT
- Pal, O.B. (2011). *Educational and vocational guidance and counselling*. New Delhi : Soujanya Books
- Pandey, K.P. (2000). *Educational and vocational guidance in India*. Varanasi : Vishwa Vidyalaya Prakashan
- Rao, V. K. & Reddy, R.S. (2003). *Academic environment: Advice, counseling and activities*. New Delhi : Soujanya Books
- Robinson, F.P. (2005). *Principles and procedures in student counselling*. New York : Harper and Row
- Shah, A. (2008). *Basics in guidance and counselling*. New Delhi : Global Vision Publishing House
- Sharma, M.K. (2011). *Counselling modalities*. New Delhi : Soujanya Books
- Sharma, Shashi Prabha (2011). *Career guidance and counselling : Principles and techniques*. New Delhi : Soujanya Books
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. New Delhi : Soujanya Books
- Srivastava, Sushil Kumar (2007). *Career counselling*. New Delhi: Soujanya Books

EARLY CHILDHOOD CARE AND EDUCATION

Course Code : BDE-304 (B)

Maximum : 50
Marks

Credits : 02

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *explain the biological and sociological foundations of early childhood education*
- *carry out curricular activities for the development of skills of joy and aesthetics*
- *enumerate the inclusive early education pedagogical practices*

B. SYLLABUS

UNIT-1

- 1.1. Facts about early childhood learning and development.
- 1.2. Critical periods of development of motor, auditory, visual, linguistic and cognitive skills

UNIT-2

- 2.1. Young children at risk and child tracking: meaning and procedure.
- 2.2. Interdisciplinary assessment tools and Preparation of intervention plans

UNIT-3

- 3.1. Practices for inclusive ECE Programmes: Adaptation of physical environment and equipments, visual support materials, parent partnerships, friendships and engagements with typical children
- 3.2. Principles of inclusive ECE practices: Full participation, open ended activities, collaborative planning; school readiness and transitions.

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Developing a journal on developmental milestones and learning timelines of children from 0 to 8 years
2. Participation in workshop and development of five creative teaching-learning materials for

children in inclusive early childhood education programme

3. Presentation of a seminar on 'Procedure of tracking of young children at risk'
4. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(ShortAnswer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/LongAnswer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Barbour, N., and Seefeldt, C. (1998). *Early childhood education : An Introduction*. U.K: Prentice

Hall

- Broman, B. C. (1978). *The early years in childhood education*. Chicago: Rand McNally
- Catron, C.E. and Allen, J. (1993). *Early Childhood curriculum*. New York: MacMillan
- Costello, P.M. (2000). *Thinking skills and early childhood education*. London: David Fulton
- Dahlberg, G. , Moss, P. and Pence, A. (2007). *Beyond quality in early childhood care and education*.(2nd Ed.). New York: Routledge
- Dopyera, M.L., and Dopyera, J. (1977). *Becoming a teacher of young children*. New York: Random House Publications
- Dunn, S.G. and Dunn, K. (1992). *Teaching elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allynand Bacon
- Gordon, I.J. (1972). *Early childhood education*. Chicago: Chicago University Press
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*. Brookes Publication
- Hamilton, D.S. and Flemming, (1990). *Resources for creative teaching in early childhood education*. Tokyo: Harcourt Brace Jovanvich
- Hilderbrand, V. (1991). *Introduction to early childhood education*. New York: MacMillan
- Klausmeir, H.J., and Sipple, T.S. (1980). *Learning and teaching concepts :A strategy for testing applications of theory*. New York: Academic Press
- Krogh, S.L., and Slentz, K. (2001). *Early childhood education, yesterday, today and tomorrow*. London: Lawrence Erlbaum Associates
- Mohanty, J. and Mohanty, B. (1999). *Early childhood care and education*. New Delhi: Offset Printers
- Range, D.G., Layton, J.R. and Roubinek, D.C. (1980). *Aspects of early childhood education. Theory to research to practice*. New York: Academic Press
- Spodek, B., Saracho, O.N., and Davis, M.D. (1987). *Foundations of early childhood education*. New Jersey: Prentice Hall
- Wortham, S.C. (2005). *Measurement and evaluation in early childhood education*. Ohio: Merrill Prentice Hall

ENVIRONMENTAL EDUCATION

Course Code : BDE-304 (C)

Credits : 02

Maximum : 50
Marks

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand environmental education and its linkage with climate change*
- *appreciate the role of environmental education in promoting clean and green environment.*
- *understand the importance of natural resources and the need for conservation.*
- *understand the concept of sustainable resources*

B. SYLLABUS

UNIT-1

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental Education: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-2

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-3

- 3.1. Sustainable Development: Meaning, aims, principles and strategies for sustainable development
- 3.2. Methods of Teaching Environmental Education: Field trip, group discussion, project work

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Preparation of a folder on climate change and human health
2. Preparation of a project on biodiversity, pollution and deforestation
3. Plant a sapling and monitor its growth
4. Visit to a stagnant water and identify the larva which leads to mosquitoes
5. Make posters and slogans on effects of climate change on human body
6. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type**(2 questions are to be set from **each of the three units**) drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Agarwal, A. et al. (Ed.) (2001) *Green politics : Global environment negotiations*. New Delhi : Centre for Science and Environment.

- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment : Discovering the urban reality*. New Delhi : Orient Longman.
- Dani, H.M. (1996). *Environmental education*. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). *Environmental concerns and strategies*. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). *Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific*. Jaipur : Pointer Publications.
- Khanna, G.N. (1993). *Global environmental crisis and management*. New Delhi :Ashish Publishing House.
- McCormik, John (1995). *The global environmental movement*. New York : John Wiley.
- Mohanty, S.K. (1998). *Environmental and pollution law manual*. New Delhi : Universal Law Publishing Co.
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- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi :Anmol Publications.
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HEALTH AND PHYSICAL EDUCATION

Course Code : BDE-304 (D)
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the aims and objectives of physical education*
- *understanding the concept of holistic health*
- *understand the importance of yoga and sports for holistic health*
- *develop positive attitude towards healthy nutrition practices*
- *develop clarity on health problem and health hazards*
- *develop sensitivity, motivation and skills needed for the development of fitness and right health practices*

B. SYLLABUS

UNIT-1

- 1.1. Concept of health, importance, dimensions and determinants of health, health needs of adolescents including differently abled
- 1.2. Physical Education: Concept, needs, aims and objectives, relation of physical education with education, its place in schools

UNIT-2

- 2.1. Physical fitness, strength, Endurance and flexibility, its components; Sports skills, indigenous activities, safety from snake and dog bites, prevention and first aid
- 2.2. Tournament: Concept, importance and types (Knock-out, Round Robin); Games and Sports- Athletics (General physical fitness exercises), games (Lead up games, relays and major games), rhythmic activities, gymnastics and their impact on health

UNIT-3

- 3.1. Posture: Meaning, importance of good posture, causes of poor posture, common posture deformities, preventive measures and remedial exercises; Yoga: Modern concept, need, importance and principles

- 3.2. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of aids, hepatitis, chicken pox, typhoid, swine flue

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Preparation of a report mentioning dimensions, rules, regulations and specifications of any one of the following games:
Hockey, Football, Volleyball, Basketball, Badminton, Kho-kho and Kabaddi
2. Preparation of Knock out/Round Robin fixture for hockey/football tournament
3. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.

- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Agarwal, K.C. (2001) *environmental biology*. Bikaner : Nidhi Publishers
- Ajmer, S. (2003). *Essentials of physical education*. New Delhi : Kalyani Publishers
- Bihari, Sarojkant and Chowdhary, P.K. (2003). *Health and physical education*. New Delhi : Kalyani Publishers
- Ganguly, S.K. (1989). *Immediate effect of kapalbhati on cardio-vascular endurama*. *Yoga aimansa*, 28, 1, 1-7
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in physical education*. Ludhiana : Prakash Brothers
- Kanele, B.S. and Kumar, C.P. (1996). *Text Book on health and physical education*. New Delhi : Kalyani Publishers
- Kangane, Sopan and Sonawane, Sanjeev (2007). *Physical education*. Pune: Nirali Publication
- Krishna, G. (1993). *The purpose of yoga*. New Delhi : UBS Publishers
- Mangal, S.K. (2005). *Health and physical education*. Ludhiana : Tandon Publications
- Nasha, T.N. (2006). *Health and physical education*. Hyderabad : Nilkamal Publications
- Prasad, Y.V. (2006). *Methods of teaching physical education*. New Delhi : Discovery Publication House
- Rao, V.K. (2003). *Physical education*. New Delhi : APH Publishers
- Reema, K. (1996). *Physical fitness*. New Delhi : Khelsahitya sports Publications
- Sharma, A.P and Pandey, P.K. (2010). *Psychology in education*. New Delhi: Personal Graphics
- Singer, Ajmer (2003). *Essentials of physical education*. New Delhi : Kalyani Publishers
- Uppal, A.K. and Gautam, G.P. (2004). *Physical education and health*. New Delhi : Friends publisher

PEACE EDUCATION

Course Code : BDE-304 (E)
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the concept of peace and its types*
- *understand the importance of peace for social harmony*
- *analyse the need for peace education to foster national and international understanding*
- *understand individual and social relationships based on our constitutional values*
- *acquire skills and strategies to resolve conflicts*

B. SYLLABUS

UNIT-1

- 1.1. Peace and Sources of Peace: Meaning and types (Individual, social and psychological), meaning and aims of peace education; Philosophical, religious, social and psychological, constitutional values with reference to fundamental rights and their importance for social harmony
- 1.2. Status of peace education in the curriculum at the secondary stage and its relevance in the present volatile global scenario

UNIT-2

- 2.1. Conflicts: Concept and nature – Incompatibility of needs, aspirations, desires and levels of conflicts in society – Intrapersonal, interpersonal, organizational, interstate and global
- 2.2. Conflict Mediation and Conflict Resolution: Skills and strategies needed for conflict resolution, listening to the conflicting parties, awareness of own identity and communication skills, context of the conflict, commitment to mediate.

UNIT-3

- 3.1. Becoming Peace Teacher: Acquisition of knowledge, values and attitudes, life skills for peace education (WHO), peace as a concomitant result of human values
- 3.2. Transacting Peace Education: Transaction of peace education through curricular and co-curricular activities, role of mass media in peace education and programmes for promoting

peace education (UNESCO)

C. SESSIONAL WORK

The student-teacher may write assignment on any one of the following topics:

1. Conflicts experienced at home, society and school
2. Exploring possible strategies of resolving commonly experience conflicts
3. Challenges of peace in school and strategies for meeting such challenges

OR

Undertake any one of the following activities:

1. Preparation of video clips displaying concerns of peace, good inter-cultural relationships
2. Preparation of a collage to highlight issues and challenges to peace

OR

The students may opt for any one of the following themes for seminar:

1. Role of teacher for peace education
2. Role of UNO in inculcating peace education
3. Role of print and electronic media in fostering peace in society.
4. Anatomy of any one conflict in the country
5. Any other approved theme / activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Adams, D. (1997). *UNESCO and a culture of peace : Promoting a global movement*. Paris : UNESCO Publications.
- Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi :Shipra Publications. Chadha, S.C. (2008). *Education value and value education*. Meerut : R. Lall Book Depot.
- Aggarwal , S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Chand, J. (2007). *Value education*. New Delhi : APH Publishers.
- Felice, Celina Del et al. (Eds.) (2015). *Peace education evaluation : Learning from experience and exploring prospects*. North Carolina : IAP.
- Finley, Laura, Connors, Jaonie and Wein, Barbara (Eds.). (2015). *Teaching peace through popular culture*. North Carolina : Information Age Publishing.
- Galtung, Johane and Kumar Uday (Eds.). (2013). *More than a curriculum : Education for peace and development*. North Carolina : Information Aye Publishing.
- Jagannath, M. (2005). *Teaching of moral values development*. New Delhi : Deep and Deep Publications.
- Johan, G. (1996). *Peace by peaceful means*. New Delhi : Sage.
- Kumar, M. (Ed.). (1994). *Non-violence, contemporary issues and challenges*. New Delhi : Gandhi Peace Foundation.
- Kumar, Ravindra and Arora, Megha (2013). *Non-violence and peace education (Vol. I and II)*. Pilani :Shridhar University.

- Morrison, M.L. (2003). *Peace & education*. Australia : McFarland.
- Pandey, Sanjay (2004). *Peace Education*. New Delhi : NCERT.
- Parsi, B.K. and Singh, P. (1999). *Value education*. New Delhi : Sterling.
- Rao, Usha (2012). *Education for peace*. New Delhi : Himalya Publishing House.
- Singh, R.B. and Misra, Suresh (1996). *Environmental law in India-Issues and responses*. New Delhi: Concept-Publishing Co.
- Singh, Y.K. and Natha, R. (2008). *Value education*. New Delhi : APH, Publishers.
- UNESCO. *Learning the way of peace: Teacher's guide*. Paris : UNESCO Publications.





SEMESTER IV



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

SCHEME OF TWO YEAR B. Ed. (PROGRAMME)

The B.Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters IV for the examinations to be held in May 2018, 2019 & 2020 are as under:

B. Ed. Semester – IV (May 2018, 2019 & 2020)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	BDE-401	Knowledge and Curriculum	04	60	40	100
2.	BDE-402 (A)	ICT in Education (Theory)	02	30	20	50
3.	BDE-402 (B)	ICT in Education (Practical)	02	-	50	50
4.	BDE-403	Inclusive Education	02	30	20	50
5.	BDE-404	Community Work	02	00	50	50
6.	BDE-405	Reading and Reflecting on Texts	02	30	20	50
7.	BDE-406	Project Work	04	-	100	100
Total			18	150	300	450

	Semesters				Total
	I	II	III	IV	
Course Credits	22	22	20	18	82
Max. Marks	550	550	500	450	2050

KNOWLEDGE AND CURRICULUM

Course Code: BDE-401
Credits: 04

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A OBJECTIVES

After completing the course the student- teachers will be able to:

- *differentiate between the concept of knowledge and knowing*
- *explain the different ways of knowing*
- *develop understanding of the different facets of knowledge*
- *explain the concept of curriculum*
- *describe the approaches of curriculum development*
- *acquire knowledge about different designs of curriculum*

B SYLLABUS

UNIT-1

- 1.4 Meaning of concept, knowledge, knowing, information and perception, characteristics of knowledge; Difference between knowledge and skills, knowledge and information, reason and analysis, belief and truth
- 1.5 Types of knowledge: Philosophical, personal, procedural and propositional and sources of knowledge: Education, situational, conceptual and strategic
- 1.6 Role of teacher and student in transmission and construction of knowledge and barriers

UNIT-2

- 2.4 Education: Concept and etymological meaning, characteristics of education
- 2.5 Education for nationalism, universalism and secularism
- 2.6 Values: Concept, types of values, sources and values, erosion of values, ways and means of inculcation of values; National values as enshrined in the Indian Constitution

UNIT-3

- 3.1 Curriculum: Meaning, objectives and components, its relationship with aims of education, relevance of curriculum, principles and bases of curriculum construction and concerns of hidden curriculum

- 3.2 Approaches to curriculum development: Subject centred, learner centred and community centred and designing of curriculum: Discipline centred, learner centred and problem centred designs
- 3.3 Curriculum change: Meaning, need and factors of curriculum change; broad determinants of curriculum making at the national/state levels: social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts

UNIT-4

- 4.1 Models of curriculum development given by Franklin Bobbit, Ralph Tyler and Hilda Taba
- 4.2 Curriculum transaction: Role of teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue
- 4.3 Indicators of effective curriculum construction and evaluation of curriculum content, existing pedagogies and instructional approaches, teacher training, text books and instructional materials

C SESSIONAL WORK

The student- teacher may undertake any one of the following critical analysis:

1. National Curriculum Framework for School Education (NCFSE, 2005).
2. National Curriculum Framework for Teacher Education (NCFTE, 2009).

OR

Presentation of a seminar on any one of the following:

3. Process of construction of knowledge as given by Lev Vygotsky
4. Process of construction of knowledge as given by Jean Piaget
5. Issues of autonomy, academic freedom and accountability
6. Any other approved topic/theme of relevance

D EVALUATION

The distribution of Marks for the paper is as under:

- | | | |
|---------------------------|---|----|
| i. External Examination | = | 60 |
| ii. Internal Assessment : | | |
| a. Mid-term Examination/s | = | 20 |
| b. Seminar/Assignment | = | 15 |

c.	*Attendance	=	05
	Total	=	40

*** Distribution of marks for attendance**

S.No	Percentage	Max. Marks
1	95% + above	05
2	90 – 94%	04
3	85 – 89%	03
4	80 – 84%	02

E NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. I shall be compulsory** comprising **four parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**

F SUGGESTED READING

- Aggarwal, J.C. and Gupta, S. (2005). *Curriculum development*. New Delhi :Shipra Publishers.
- Balsara, M. (1999). *Principles of curriculum renewal*. New Delhi :Kanishka Publishers.
- Bawa, M.S. and Nagapl, B.M. (Eds.). (2010). *Developing teaching competencies*. New Delhi : Viva Books.
- Connely, Michael F. (Ed.). (2008). *The sage handbook of curriculum and instruction*. New Delhi : Sage India.
- Hassrin, M. (2004). *Curriculum planning for elementary education*. New Delhi :Anmol Publishers.
- Kelly, A.V. (2006). *The curriculum theory and practice*. London : Sage.
- Khan, M.I and Nigam, B.K. (2007). *Curriculum reform, change and continuity*. New Delhi :Kanishka Publishers.
- Kumari, S. and Srivastava, D.S. (2005). *Curriculum and instruction*. New Delhi :Shipra Publishers.
- McNeil, John D. (2003). *Curriculum : The teacher's initiate*. Ohio : Prentice Hall.
- NCERT, (2005). *National curriculum for school education*. New Delhi : NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi :NCTE.

- Ornstt, A.C. and Hunkins, F.P. (1988). *Curriculum formulations, principles and issues*. New Jersey : Prentice Hall.
- Panday, M. (2007). *Principles of curriculum development*. New Delhi :Rajat Publications.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi :Shipra Publishers.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi :Shri Sai Printographers.



ICT IN EDUCATION (THEORY)

Course Code : BDE-402 (A)

Credits : 02

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the applications of information technology in the field of education*
- *understand competencies defined in the National Policy on ICT*
- *explain meaning, components and functions of a computer*
- *understand the computer peripherals and its organization in computer system*
- *develop skill in handling computer and using it to develop documents in MS Word, Excel and PowerPoint*

B. SYLLABUS

UNIT-1

- 1.1. Information and Communication Technology (ICT): Meaning, need, importance and ICT mediation in teaching and learning
- 1.2. Competencies defined in the National Policy on ICT for school education at secondary level

UNIT-2

- 2.1. Internet: Meaning of internet characteristics of internet, uses of internet, education-based applications of internet
- 2.2. Introduction to browsers and browsing world-wide web; Websites: Meaning and importance, social websites (Blog/Twitter/ Facebook/Skype)

UNIT-3

- 3.1. Online Softwares/ packages including MS Office, Google Docs, Sheets/Slides, their features and applications
- 3.2. Web-based learning objects, simulation and tutorials, software applications and tools for using teaching-learning resources; Exploring massive open online courses(MOOCs) as a space for continuous learning

C. SESSIONAL WORK

The student-teacher shall prepare one document/file in MS Word/ MS Excel/ MS Power Point

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.

- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai : Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book : A source book for information and communication technologies*. Tanzania : Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi : Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut : R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAQBAJ&dq=moocs&source=gbs_navlinks.

ICT IN EDUCATION (Practical Work)

Course Code : BDE-402 (B)

Credits : 02

Maximum Marks : 50

Internal (Practical Work) : 30

Internal (Viva-Voce) : 20

A. OBJECTIVES

After completing the Practical work in ICT the student-teachers will be able to:

- *prepare hard and soft copy of lesson plans in teaching subject/s*
- *prepare hard and soft copy of their bio-data*
- *attain perfection in the analysis and graphical representation of data*
- *prepare and present a presentation through projector*

B. SYLLABUS

1. MS Word: Preparation of a lesson plan, letters, bio data, order/ notice – hardcopy and soft copy
2. MS Excel: Preparation of a school time table, marks list – Analysis of data and graphical representation – hard copy and soft copy
3. MS PowerPoint: Preparation of animated slides (Insert pictures, cliparts, word art, sound effects, animation etc) for teaching any concept on your elective subjects
4. Internet: Surfing educative websites, downloading, taking a print out, creating E-mail ID and website/ e-portfolio

C. EVALUATION

The practical work shall be evaluated by a departmental committee comprising Head of the Department, subject teacher and one senior teacher. The committee shall evaluate the hard and soft copies of the work done by the students.

Out of 20 marks of viva-voce , 10 marks will be awarded for presentation of the practical work done during the semester. 30 marks of practical work shall be divided as under:

S.No	Activity	Max. Marks
a	Practical Assignment(s) / Lab work	20
b	Preparation of Report /Reflective Journal /e-portfolio on work done in the Lab.	10

D SUGGESTED READINGS

- Abbott, C. (2001). ICT. *Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.

- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.
- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai : Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book : A source book for information and communication technologies*. Tanzania : Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi : Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut : R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAQBAJ&dq=moocs&source=gbs_navlinks.

INCLUSIVE EDUCATION

Course Code : BDE-403
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the concept of disability*
- *identify the different types of children with special needs (CWSN)*
- *acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009*
- *understand different pedagogical and assessment techniques for inclusion of CWSN*
- *develop skills for the creation of disable-friendly environment and inclusive culture in the schools*
- *design and apply remedial instruction procedures for enhancing learning among children with special needs (CWSN)*

B. SYLLABUS

UNIT-1

- 1.1. Disability: Concept and nature; Disabled children – Types, characteristics and their identification
- 1.2. Inclusion in Education: Meaning, need, scope and advantages

UNIT-2

- 2.1. Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education (2009); Infrastructural facilities required for inclusion in schools; Resource Room – Concept and equipment / material required
- 2.2. Approaches/Models to Inclusion: Full inclusion and partial inclusion; Models of inclusion – Consultant Model, Three Dimensional (3D) Model of inclusion; Ways of ensuring community and parents' participation in establishing inclusive schools

UNIT-3

- 3.1. Pedagogical Approaches for Children with Special Needs (CWSN): Curriculum adaptation, Activity-based Learning, Developing/Using specially designed resource materials, Collaborative and Co-operative Learning

- 3.2.** Assessment Approaches for CWSN: Observation, continuous and comprehensive assessment (Formative and diagnostic assessment); Assessment of group and collaborative Learning; Role of school head and teachers in evolving inclusive practices

C. SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Visit to special school of any one disability and an inclusive school and submit observation report highlighting pedagogical practices
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy
5. Any other approved activity of relevance

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|-------------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**

- The rest of **six questions** shall be **Essay Type/Long Answer Type**(2 questions are to be set from **each of the three units**) drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast**ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30**.
- **Minimum pass marks shall be 12 (40%)**.
- **Duration of the examination shall be 2 Hours**.

F. SUGGESTED READINGS

- Alur, Mithu and Bach, Michael (2009). *The journey for inclusive education in the Indian sub-continent*. New York: Routledge.
- Bartlett, L. D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. New York :Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. New York :Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Das, Ashima; Das, Shankar and Katthumuri, Ruth (2013). *Inclusive education: A contextual working model*. New Delhi: Concept Publishing Co.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Co.
- Dessent, T. (1987). *Making Ordinary School Special*. London: Jessica Kingsley Publishers.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., and Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. New York:Sage.
- Gore, M.C. (2004). *Successful inclusion strategies for secondary and middle school teachers*.New York : Sage.
- Hegarthy, S. and Alur, M. (2002). *Education of children with special needs: From segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P. and Rozario, J. ((2003). *Learning disabilities in India*. New York :Sage.
- Karten, T. J. (2007). *More inclusion strategies that work*. New York : Sage.

- King-Sears, M. (1994). *Curriculum-based assessment in special education*. California: Singular Publications.
- Lewis, R. B. and Doorlag, D. (1995). *Teaching special students in the mainstream*. New Jersey: Pearson.
- Mangal, S.K. (2009). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall.
- McCormick, S. (1999). *Instructing students who have literacy problems*. New Jersey: Pearson.
- Puri, Madhumita and Abraham, George (2005). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries*. New Delhi: Sage Publications.
- Rayner, S. (2007). *Managing special and inclusive education*. New York :Sage.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive setting*. Boston :Allyn and Bacon.
- Sedlak, R. A. and Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*. Boston : Allyn and Bacon.
- Stow, L. and Selfe, L. (1989). *Understanding children with special needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., and Shank, D.L. (1995). *Exceptional lives: Special education in today's schools*. New Jersey: Prentice-Hall.
- Vlachou, D. A. (1997). *Struggles for inclusive education: An ethnographic study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense methods for children with special educational needs - Strategies for the regular classroom*. London: Routledge Falmer.

Community Work

Course Code : BDE-404
Credits : 02

Maximum Marks : 50
Internal Marks : 50

A. OBJECTIVES

After participating in the Community Work the student-teachers will be able to:

- *interact with the general Community*
- *develop community welfare feeling*
- *participate actively in the community welfare programme*
- *reflect on the issues of society/community*
- *develop a sense of responsibility towards the community*

The student teachers will be involved in any three of the following activities and submit report:

1. Conduct of cleanliness drive in a slum/village for 'Swachh Bharat Abhiyan'
2. Participation in rallies for creating social awareness on burning societal issues
3. Participation in health awareness programmes for the sensitization of community
4. Conduct of immunization awareness among the community
5. Organisation of health awareness programme for the senior citizens
6. Organisation of nukkad plays for community sensitization on drug abuse/ dowry/ child marriage/ literacy etc
7. Participation in each one – teach one programme
8. Plantation drive
9. Any other approved activity of relevance

READING AND REFLECTING ON TEXTS

Course Code : BDE - 405
Credits : 02

Maximum Marks : 50
External Marks : 30
Internal Marks : 20

A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *reflect upon current level of literacy skills of the self*
- *show interest and begin working upon basic skills required to be active readers in control of own comprehension*
- *demonstrate interest and begin working upon basic skills required to be independent writers*
- *prepare self to facilitate good reading & writing in students across the ages*
- *develop reading writing as learning and recreational tools rather than a course task*

B. SYLLABUS

UNIT-1

- 1.1. Analytical and Critical Thinking: Meaning and importance of reading and writing
- 1.2. Role of critical thinking in enhancing writing skills

UNIT-2

- 2.1. Developing Reading Skills: Importance of developing reading skills, reading aloud and silent reading; extensive reading, study skills including using Thesaurus, Dictionary and Encyclopedia
- 2.2. Developing Writing Skills: Developing concepts of grammar, punctuation, spelling and handwriting; Formal and informal writing (Poetry / short story, diary, notices, articles, reports, dialogues, speech and advertisement)

UNIT-3

- 3.1. Approaches for Assessing the Components of Reading: Phonemic awareness, phonics, fluency, vocabulary and text comprehension
- 3.2. Responding to the Texts: Response-based Study (The core of the text, personal connection, reading beyond the text, revisiting the text)

C. SESSIONAL WORK

The student-teacher may select any one of the following activity:

1. Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills
2. Writing a summary of the given text
3. Writing a review of the text with comments and opinion
4. Select articles appearing in a newspaper/magazine on topics of contemporary issues.
5. Any other approved activity

D. EVALUATION

The distribution of marks for the course is as under:

- | | |
|-----------------------------|------------|
| 1. External Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment | : 07 Marks |
| (c) Attendance* | : 03 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**

- **Duration of the examination shall be 2 Hours.**

E. SUGGESTED READINGS

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Boston : Allyn and Bacon.
- Baniel, A. (2012). *Kids beyond limits*. New York : Perigee Trade.
- Ezell, H. & Justice, L. (2005). Programmatic research on early literacy: Several key findings. *IES 3rd Annual Research Conference: American Speech Language &Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without nonsense*. New York : Teachers College Press.
- Gallanger, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Portland, USA : Stenhouse Publishers.
- Heller, R. (1998). *Communicate clearly*. New York : DK Publishing
- May, F. B. (1998). *Reading as communication*. New Jersey : Merrill.
- May, F. B. (2001). *Unravelling the seven myths of reading*. Boston : Allyn and Bacon.
- McCormick, S. (1999). *Instructing students who have literacy problems*. New Jersey : Merrill.
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. New York: Heinemann Educational Books.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, USA : Stenhouse Publishers.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Pune : Nityanutan Prakashan.
- Paul, P. V. (2009). *Language and deafness*. Boston : Jones and Bartlett.
- Soundarapandian, M. (2000). *Literacy campaign in India*. New Delhi : Discovery Publishing House.
- Tovani, C., & Keene, E.O. (2000). *i read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, U.S.A : Stenhouse Publishers.

PROJECT WORK

Course Code : BDE - 406
Credits : 04

Total Marks : 100
Internal Marks : 100

EVALUATION

The student- teachers are required to maintain a record of all the activities taken up as part of the project work in the form of a Reflected Journal. The Reflected Journal shall be evaluated by a Committee constituted by the Principal of the College. The committee shall evaluate the work done by the student-teachers with regard to internship related activities, action research and administration of a psychological test and school and community related activities along with the preparation of its report.

1. ACTION RESEARCH – 50 Marks

Each student-teacher shall identify one action research topic related to classroom as per the format given as under:

- (i) Title page
- (ii) Problem identified for the action research
- (iii) Introduction: Definition and steps in action research
- (iv) Objectives of the action research
- (v) Causes for the problem
- (vi) Formulation of action hypotheses
- (vii) Planning intervention strategy and implementation
- (viii) Collection of data
- (ix) Analysis of data
- (x) Verifying the action hypothesis
- (xi) Results
- (xii) Your reflections

2. Administration of a psychological test and preparation of its report 20 marks

3. School and Community related activities:- (Any two) 30 marks

- i) Make a 4 minute video on any school activity and write a reflective note on it
- ii) Conduct a discussion with the school students on the problem of discipline in the class & remedies to solve it. Write a reflective note on the same
- iii) Collect data regarding the disabilities in any nearby school and suggest methods of handling them

- iv) Survey your Institution / Home and suggest ways and means to maintain its cleanliness & enhance its beauty
- v) Conduct a survey of your neighbourhood / Mohalla and identify the children who are not enrolled in any school along with the reasons for the same
- vi) Conduct an interview with any case of child labour / dowry victim /Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement

All student-teachers shall write their reflections day-wise after introspecting and viewing thoroughly their insights and realistic feelings that they get out various experiences they undergo during internship as well as participation and organization of other activities. It should reflect every day's reflection of students. They shall record the images or any other kind of representation for the reflections.

Every student-teachers shall submit an abstract in the following format:

S. No.	Week/Month/Year	Activities	Reflections	Future promise to act/revise
1	Week/Month/Year	Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				

Detailed day-wise narrative, pictures, stories, events, situations, incidents, participation in seminars, community activities etc that made dent in your personality. What transformation it brought to you? What promise you made after the experience? How you experienced contentment after activity?