

**B.Ed.**

**SYLLABUS**



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

### SCHEME OF TWO-YEAR B. Ed. PROGRAMME

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

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2024, 2025 and 2026), Semester-II (May 2025, 2026 and 2027), Semester-III (December 2025, 2026 and 2027) and Semester –IV (May, 2026, 2027 and 2028) is as under:

#### B.Ed. Semester – I

S.No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	BDE-101	Childhood and Growing up	04	60	40	100
2.	Perspective	BDE-102	Philosophical and Sociological Perspectives in Education	04	60	40	100
3.	Perspective	BDE-103	Learning and Teaching	04	60	40	100
4.	Perspective	BDE-104	Contemporary India and Education	04	60	40	100
5.	IKS	BDE-105	Indian Knowledge System	02	-	50	50
6.	SEC	BDE-106	Drama and Art in Education	02	-	50	50
7.	Internship	BDE-107	Pre-Internship (Two weeks) –I	02	-	50	50
<b>TOTAL</b>				<b>22</b>	<b>240</b>	<b>310</b>	<b>550</b>

#### B. Ed. Semester – II

S.No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	BDE-201	Knowledge and Curriculum	04	60	40	100
2.	Perspective	BDE-202	Assessment for Learning	04	60	40	100
3.	Perspective	BDE-203	Understanding Disciplines and Subjects	02	30	20	50

4.	SEC	BDE-204	Commonwealth Digital Education Leadership Training in Action (C-DELTA	02	-	50	50	
5.	Internship	BDE-205	Critical Understanding of ICT in Education (Practical Work)	02	-	50	50	
6.	Internship	BDE-206	Pre-internship (Two weeks) – II	02	-	50	50	
<b>PEDAGOGY SUBJECTS FOR GRADUATE STUDENTS</b> (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)								
7.	Pedagogy	BDE-207	Pedagogy of Science – I	<b>Group-I</b>	04	60	40	100
8.	Pedagogy	BDE-208	Pedagogy of Physical Science – I		04	60	40	100
9.	Pedagogy	BDE-209	Pedagogy of Biological Science – I		04	60	40	100
10.	Pedagogy	BDE-210	Pedagogy of Social Science – I		04	60	40	100
11.	Pedagogy	BDE-211	Pedagogy of English – I	<b>Group -II</b>	04	60	40	100
12.	Pedagogy	BDE-212	Pedagogy of Hindi – I		04	60	40	100
13.	Pedagogy	BDE-213	Pedagogy of Urdu – I		04	60	40	100
14.	Pedagogy	BDE-214	Pedagogy of Dogri – I		04	60	40	100
15.	Pedagogy	BDE-215	Pedagogy of Punjabi – I		04	60	40	100
16.	Pedagogy	BDE-216	Pedagogy of Mathematics – I	<b>Group-III</b>	04	60	40	100

<b>PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS</b> (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V & VI)								
17.	Pedagogy	BDE-217	Pedagogy of Physics - I	<b>Group-IV</b>	04	60	40	100
18.	Pedagogy	BDE-218	Pedagogy of Chemistry - I		04	60	40	100
19.	Pedagogy	BDE-219	Pedagogy of Botany – I		04	60	40	100
20.	Pedagogy	BDE-220	Pedagogy of Zoology – I		04	60	40	100
21.	Pedagogy	BDE-221	Pedagogy of Political Science – I		04	60	40	100
22.	Pedagogy	BDE-222	Pedagogy of History – I		04	60	40	100
23.	Pedagogy	BDE-223	Pedagogy of Economics – I		04	60	40	100
24.	Pedagogy	BDE-224	Pedagogy of English – I	<b>Group-V</b>	04	60	40	100
25.	Pedagogy	BDE-225	Pedagogy of Hindi – I		04	60	40	100

26.	Pedagogy	BDE-226	Pedagogy of Urdu – I	Group-V	04	60	40	100
27.	Pedagogy	BDE-227	Pedagogy of Dogri – I		04	60	40	100
28.	Pedagogy	BDE-228	Pedagogy of Punjabi – I		04	60	40	100
29.	Pedagogy	BDE-229	Pedagogy of Sanskrit – I		04	60	40	100
30.	Pedagogy	BDE-230	Pedagogy of Mathematics – I	Group-VI	04	60	40	100
31.	Pedagogy	BDE-231	Pedagogy of Commerce – I		04	60	40	100
<b>Total</b>					<b>24</b>	<b>270</b>	<b>330</b>	<b>600</b>

**B. Ed.  
Semester – III**

S.No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	BDE-301	Environmental Education	02	30	20	50
2.	Perspective	BDE-302	Gender, School and Society	02	30	20	50
3.	Perspective	BDE-303	Educational Technology	02	30	20	50
4.	Perspective	BDE-304	Language Across the Curriculum	02	30	20	50
5.	Internship	BDE-305	School Internship (8 weeks)	08	-	200	200
6.	SEC	BDE-306	Yoga Education	02	-	50	50

**PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS  
(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)**

7.	Pedagogy	BDE-307	Pedagogy of Science – II	Group-I	04	60	40	100
8.	Pedagogy	BDE-308	Pedagogy of Physical Science – II		04	60	40	100
9.	Pedagogy	BDE-309	Pedagogy of Biological Science – II		04	60	40	100
10.	Pedagogy	BDE-310	Pedagogy of Social Science – II		04	60	40	100
11.	Pedagogy	BDE-311	Pedagogy of English – II	Group-II	04	60	40	100
12.	Pedagogy	BDE-312	Pedagogy of Hindi – II		04	60	40	100
13.	Pedagogy	BDE-313	Pedagogy of Urdu – II		04	60	40	100
14.	Pedagogy	BDE-314	Pedagogy of Dogri – II		04	60	40	100
15.	Pedagogy	BDE-315	Pedagogy of Punjabi – II		04	60	40	100
16.	Pedagogy	BDE-316	Pedagogy of Mathematics – II	Group-III	04	60	40	100

<b>PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS</b>								
<b>(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V &amp; VI)</b>								
17.	Pedagogy	BDE-317	Pedagogy of Physics – II	<b>Group-IV</b>	04	60	40	100
18.	Pedagogy	BDE-318	Pedagogy of Chemistry – II		04	60	40	100
19.	Pedagogy	BDE-319	Pedagogy of Botany – II		04	60	40	100
20.	Pedagogy	BDE-320	Pedagogy of Zoology – II		04	60	40	100
21.	Pedagogy	BDE-321	Pedagogy of Political Science – II		04	60	40	100
22.	Pedagogy	BDE-322	Pedagogy of History – II		04	60	40	100
23.	Pedagogy	BDE-323	Pedagogy of Economics - II		04	60	40	100
24.	Pedagogy	BDE-324	Pedagogy of English – II	<b>Group-V</b>	04	60	40	100
25.	Pedagogy	BDE-325	Pedagogy of Hindi – II		04	60	40	100
26.	Pedagogy	BDE-326	Pedagogy of Urdu – II		04	60	40	100
27.	Pedagogy	BDE-327	Pedagogy of Dogri – II		04	60	40	100
28.	Pedagogy	BDE-328	Pedagogy of Punjabi – II		04	60	40	100
29.	Pedagogy	BDE-329	Pedagogy of Sanskrit – II		04	60	40	100
30.	Pedagogy	BDE-330	Pedagogy of Mathematics – II	<b>Group-VI</b>	04	60	40	100
31.	Pedagogy	BDE-331	Pedagogy of Commerce - II		04	60	40	100
			<b>Total</b>		<b>26</b>	<b>240</b>	<b>410</b>	<b>650</b>

**B. Ed.  
Semester-IV**

S.No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	BDE-401	Creating an Inclusive School	02	30	20	50
2.	Perspective	BDE-402	Action Research	02	30	20	50
3.	CBCS	BDE-403	MOOC	04	-	100	100
4.	SEC	BDE-404	Project Work	04	-	100	100
5.	SEC	BDE-405	Community Work (Two weeks)	02	-	50	50
6.	Internship	BDE-406	School Internship (8 weeks)	08	200	-	200

<b>Select and one Elective from Sr. No 7 to 11</b>							
<b>7.</b>	<b>Elective</b>	<b>BDE-407</b>	Guidance and Counselling	02	30	20	50
<b>8.</b>	<b>Elective</b>	<b>BDE-408</b>	Early Childhood Care and Education	02	30	20	50
<b>9.</b>	<b>Elective</b>	<b>BDE-409</b>	Health and Physical Education	02	30	20	50
<b>10.</b>	<b>Elective</b>	<b>BDE-410</b>	Peace Education	02	30	20	50
<b>11.</b>	<b>Elective</b>	<b>BDE-411</b>	Value Education	02	30	20	50
			<b>Total</b>	<b>24</b>	<b>290</b>	<b>310</b>	<b>600</b>

	<b>Semesters</b>				<b>Total</b>
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	
<b>Course Credits</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>24</b>	<b>96</b>
<b>Max. Marks</b>	<b>550</b>	<b>600</b>	<b>650</b>	<b>600</b>	<b>2400</b>



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### SCHOOL OF EDUCATION

#### B.Ed.

#### PROGRAMME LEARNING OUTCOMES

**After successful completion of the two-year B.Ed. programme, the learner will be able to:**

- PLO1:** Develop a comprehensive understanding of education through philosophical, sociological, psychological, and technological perspectives.
- PLO2:** Demonstrate proficiency in ICT, guidance and counseling, environmental awareness, reasoning, gender equity, inclusion, action research, and higher-order thinking.
- PLO3:** Critically analyze Indian knowledge system, contemporary and emerging trends in education, along with legislative provisions in the Indian education system, to address diversities such as gender, disability, and special needs in inclusive classrooms, and study innovative subjects like environmental education, gender studies, and guidance and counseling.
- PLO4:** Utilize learner-centred teaching methods and appropriate assessment strategies/tools to facilitate learning. Understand paradigm shifts in conceptualizing disciplinary knowledge in the school curriculum and develop competencies for organizing effective learning experiences.
- PLO5:** Exhibit deep understanding and expertise in chosen teaching specializations, including the ability to assess and evaluate student outcomes effectively.
- PLO6:** Analyze curriculum, syllabus, and textbooks, and employ appropriate teaching aids, resources, data collection/analysis methods, and teaching strategies. Effectively manage classroom communication, lesson planning, and cater to diverse student needs through various pedagogical approaches and internship experiences.
- PLO7:** Foster the development of soft skills, life skills, linguistic skills, and other 21st-century skills in learners through role play, art, drawing, music, drama, yoga, sports, and other co-curricular activities, contributing to their overall development as valuable members of society.
- PLO8:** Work effectively as a member or leader in diverse teams and multidisciplinary settings, adhering to the principles of collaborative learning, cooperative learning, and team teaching.
- PLO9:** Comprehend the various dimensions of development, including physical, intellectual, social, cultural, emotional, and moral aspects, and appreciate the role of reflective practices and research in the continuous professional growth of teachers.

# **SEMESTER-I**





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### B.Ed.

#### SEMESTER-I

(For the examination to be held in December 2024, 2025 and 2026)

#### CHILDHOOD AND GROWING UP

Course Code : BDE-101	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : Perspective	Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the concepts, principles and factors affecting human growth and development.
- CLO2: identify the importance of heredity, environment and human diversity.
- CLO3: interpret and analyse various methods of studying a child and data collection.
- CLO4: develop an understanding of the theories of development propounded by Piaget, Freud and Erikson.
- CLO5: explain the process of socialisation, schooling and relationships with peers.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2		X	X		
PLO3		X			X
PLO4			X	X	
PLO5					
PLO6					
PLO7					X
PLO8					
PLO9	X	X	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction to Human Growth of Development

- 1.1 Human Growth and Development: Concept and principles, difference between growth and development
- 1.2 Stages of Human Development i) Pre-natal (ii) Infancy (iii) Childhood (iv) Adolescence and (v) Adulthood; Characteristics of each stage
- 1.3 Maturation and Training: Meaning, effect of maturation and training on growth and development; Relationship between maturation and training

## UNIT -2

### Methods of Studying a Child

- 2.1 Factors Influencing Growth and Development: (i) Heredity (ii) Environment (iii) Nutrition and (iv) Media
- 2.2 Methods of Studying a Child: (i) Clinical method (ii) Observation (participatory and Non-participatory) (iii) Case study; Merits and demerits of each method
- 2.3 Methods of Data Collection: (i) Anecdotal records (ii) Interview method (iii) Questionnaire technique; Merits and demerits of each

## UNIT-3

### Theories of Development

- 3.1 Piaget's Theory of Cognitive Development (Constructivist Theory) and its educational Implications
- 3.2 Psycho-Analytic Theory of Development by Freud and its Educational Implications
- 3.3 Erickson's Psycho-social Theory of Development and its Educational Implications

## UNIT-4

### Socialisation and Schooling

- 4.1 Socialization: Concept, (i) Parenting (ii) Child-rearing practices (iii) Family and child relationship
- 4.2 Schooling : (i) School culture (ii) Teacher-taught relationship; their impact on the scholastic achievement of learners
- 4.3 Relationship with Peers: Peer influences (a) Friendship (b) Gender (c) Competition (d) Cooperation and Conflict (e) Aggression (f) Bullying

### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self-study, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK/

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

1. Moral development among children
2. Relative role of heredity and environment in the 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

Presentation of a case history of an adolescent with aggressive tendencies

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### H. 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.
- Feldman, Robert S. (2014). *Development across the lifespan*. New Delhi: Pearson Education.
- 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.



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#### SEMESTER-I

(For the examination to be held in December 2024, 2025 and 2026)

### PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Code	: BDE-102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Perspective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the nature, aims, functions, and significance of education and philosophy, along with their relationship
- CLO2: identify the views of different schools of thought on education and the contribution of great Indian and Western thinkers in the field of education
- CLO3: relate concerns and issues of Indian society with its sociological perspectives.
- CLO4: analyse the role of education in Democracy, Socialism and Secularism.
- CLO5: interpret the role of education in developing ideals of national integration and emotional integration and the factors affecting social change and Culture.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2					
PLO3	X	X	X	X	X
PLO4				X	X
PLO5					
PLO6					
PLO7					X
PLO8					
PLO9	X	X	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

- 1.1 Education: Nature, meaning, aims of Education according to NEP 2020, functions, agencies of education, Indian and Western perspectives in education
- 1.2 Philosophy: Its nature and importance, the significance of studying philosophy, the difference between educational philosophy and philosophy of education, the 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 and 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 in India and role of education in the promotion of national and emotional 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 in the preservation and promotion of culture, Contribution of different religions towards human upliftment and celebration of different festivals

### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self-study, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Importance of globalisation for education
2. Chief recommendations of Delors Commission on Education for 21<sup>st</sup> 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 activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online	:	<b>05 Marks</b>
	Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report		

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

**H. 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: Alynand, Becom.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.



- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.
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# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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## B.Ed.

### SEMESTER-I

(For the examination to be held in December 2024, 2025, 2026)

### LEARNING AND TEACHING

Course Code	: BDE-103	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Perspective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the concept and characteristics of Learning and the learning process
- CLO2: analyse the factors affecting learning and the role of the teacher
- CLO3: interpret the behaviouristic and social learning theories of learning
- CLO4: explain the concept of transfer of learning, motivation, and intelligence along with their theories
- CLO5: discuss the different strategies, approaches and models of teaching

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2		X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5					
PLO6		X	X	X	X
PLO7					X
PLO8					X
PLO9	X	X	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Learning Process and its Theories

- 1.1. Learning and Learning Process: Meaning, definition and characteristics, the distinction between learning as the construction of knowledge and learning as transmission and reception of knowledge; Personal and environmental factors affecting learning and role of the teacher in the teaching-learning situation
- 1.2. Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner, their applicability in different learning situations

- 1.3. Social Emotional Learning (SEL): Concept, Need, and Applications, and Its Importance in the Context of NEP 2020", Social Learning Theories: Bandura and Vygotsky, their applicability in different learning situations

## **UNIT-2**

### **Transfer of Learning and Motivation**

- 2.1. Transfer of Learning: Concept, types (Substantive and procedural transfer of learning; Planning teaching for optimum transfer of learning, socio-cultural factors affecting transfer of learning
- 2.2. Motivation and Learning: Meaning of motivation, Maslow's Theory of Motivation, the role of the teacher in the motivation of learners, Achievement Motivation – Meaning, importance, characteristics and educational implications
- 2.3. Intelligence: Concept, nature and role of heredity and environment; Spearman's Two-Factor Theory of Intelligence and Guilford's Model of Intellect

## **UNIT-3**

### **Teaching Strategies**

- 3.1. Teaching: Concept, nature, importance of teaching and phases of teaching; Reflective teaching to maximise learning and teaching in diverse classrooms
- 3.2. Teaching as a Complex Activity: Maxims of Teaching, Stages of Teaching (Plan, Implement, Evaluate and Reflect)
- 3.3. Strategies for Teaching: Lecture, brainstorming, simulation and team teaching

## **UNIT-4**

### **Approaches to Teaching**

- 4.1. Approaches to Teaching: Concept and approaches to teaching (Behaviourist, Cognitivist, Constructivist and Cooperative)
- 4.2. Models of Teaching: Meaning, assumption and utility; Characteristics and fundamental elements of Social Enquiry, Concept Attainment and Advance Organiser Model of Teaching
- 4.3. Role of Teacher in Teaching – Learning as Transmitter of knowledge, Model, facilitator, negotiator and learner

### **C. TRANSACTIONAL STRATEGIES**

Lecture, Lecture-cum-discussion, Group discussion, PowerPoint presentation, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers 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 at least three different classes
5. Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Aggarwal, D.D.(2004), *Improving reading skills*. New Delhi: Sarup and Sons Publishers.
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### B.Ed.

#### SEMESTER-I

(For the examination to be held in December 2024, 2025 and 2026)

#### CONTEMPORARY INDIA AND EDUCATION

Course Code	: BDE-104	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Perspective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: explain the Fundamental Rights and Duties, Directive Principles and Major constitutional provisions regarding education in India.
- CLO2: describe the diversity in India and the policies, acts, provisions, and emerging trends related to education.
- CLO3: analyse the characteristics of the universalisation of education and vocationalisation of secondary education and skills in India.
- CLO4: understand the concept, features and importance of Open and Distance Learning.
- CLO5: interpret the various policies on education, recommendations of national commissions, National curriculum framework and various programmes and schemes of the government.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2	X	X	X		X
PLO3		X	X	X	X
PLO4			X	X	X
PLO5		X			X
PLO6					
PLO7					
PLO8					
PLO9			X		X

#### B. COURSE CONTENT

##### UNIT – 1

##### The Indian Constitution

- 1.1. Indian Constitution: Fundamental Rights and Duties enriched in the Indian Constitution
- 1.2. Directive Principles of State Policy in the Indian Constitution: Aims and Amendments, Difference between Fundamental Rights and Directive Principles of the State Policy
- 1.3. Major Constitutional Provisions with policies, acts and measures regarding Education in India



## UNIT-2

### Diversity in India

- 2.1. Diversity in India: Concept and nature; Types of Diversity: Gender, linguistic, cultural, socio-economic, geographical and disability
- 2.2. Right to Information Act. 2005, Right to Education Act 2009
- 2.3. Impact of Political and Economic Development on Education: Concept of Common School System, National System of Education, Sustainable Development Goals

## UNIT - 3

### Universalisation of School Education

- 3.1. Universalisation of school education, universal access, and the role of teachers and the community in the context of universalisation of school education.
- 3.2. Vocationalisation of Secondary Education: Its Need, Implications and Problems of Vocationalisation of Secondary Education in India and their solutions; Skill India: Concept, Objectives and issues
- 3.3. Open and Distance Learning: Concept, features and needs/ importance, growth of open universities; Modes of imparting distance education (Correspondence Courses, Open Universities and Massive Open Online Courses) and LinkedIn learning.

## UNIT - 4

### National Commissions and Policies on Education

- 4.1. National Commissions and Policies of Education in India: Indian Education Commission (1964-66), National Policy on Education (NPE 1986), Programme of Action (POA 1992) and National Policy on Education (2020)
- 4.2. National Curriculum Framework (2005): Need and importance
- 4.3. Programmes and Schemes: Inclusive Education for Disabled at Secondary Stage (IEDSS 2009) Sarva Shiksha Abhiyan (SSA 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Samagra Shiksha Scheme 2018; The Rights of Persons with Disabilities Act, 2016

### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self study, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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. Students have to do one course from LinkedIn Learning and submit its report
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

**OR**

**One online course on the relevant topic and submission of a reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

## H. 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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**B.Ed.**  
**SEMESTER-I**  
**(For the examination to be held in May 2024, 2025 and 2026)**

**INDIAN KNOWLEDGE SYSTEM**

**Course Code : BDE-105** **Total Marks : 50**  
**Credits : 02** **External Marks : 00**  
**CourseType : IKS** **Internal Marks : 50**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO1: explain the concept and scope of the Indian Knowledge System (IKS).

CLO2: evaluate the impact of ancient Indian teaching methods such as question-answer, debate and discussion, and storytelling on modern educational practices in India.

CLO3: analyze the contributions of Indian religion, philosophy and ancient educational institutions to the development of knowledge and education

CLO4: explain the concepts, branches, and significance of Ayurveda in daily regimen

	CLO1	CLO2	CLO3	CLO4
PLO1	X	X	X	
PLO2				
PLO3	X	X	X	X
PLO4	X	X		
PLO5		X		
PLO6				
PLO7				X
PLO8				
PLO9		X	X	X

**B. COURSE CONTENT**

**UNIT-1**

**Introduction to IKS**

**1.1.** Indian Knowledge System: Definition, Concept and Scope of IKS in Modern India

**1.2.** Ancient Methods of teaching (Question-answer, Debate and Discussion, Storytelling) and its impact in Modern India

## UNIT-2

### **Ancient Indian Religion and Philosophy**

**2.1.** Vedic Religion, Fundamental Elements of Buddhist Teachings. (Eight - Fold Paths),

Philosophy of Buddhism, Philosophy of Jainism.

**2.2.** Educational Institutions In Ancient India.

a) Takshashila University.

b) Nalanda University.

c) Vikramashila University

## UNIT-3

### **Health & Wellness in IKS**

**3.1.** Ayurveda –Concept, branches and Importance of Ayurveda

**3.2.** Dinacharya, the Daily regimen including Daily detoxification, exercise, Intake of Food,

Water, Air and Sunlight, work and ergonomics, Rest and sleep hygiene with importance.

### **C. TRANSACTIONAL STRATEGIES**

Lecture, Lecture-cum-discussion. Group discussion, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

**The student-teachers may undertake any two of the following activities:**

1. Write a reflection paper on the relevance of Indian Knowledge Systems (IKS) in modern Indian society.
2. Conduct a debate or storytelling session using ancient teaching methods to discuss IKS concepts and their contemporary applications.
3. Comparative Analysis Project on Philosophies and its influence in contemporary Indian values.
4. Prepare a presentation on the educational structure and significance of Takshashila, Nalanda, or Vikramashila University.
5. Visit to an Ayurveda clinic or centre and prepare a report on the practices observed, linking them to the concepts studied in the unit.
6. Maintain a one-week journal of Dinacharya practices, documenting daily activities related to exercise, diet, sleep, and wellness reflections.
7. One online course on the relevant topic and submission of a reflective report.
8. Any other approved activity of relevance

### **E. EVALUATION**

**The distribution of marks for the course is as under:**

The students will be evaluated on the basis of activities mentioned in the sessional work.

## **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## **G. Reference Books**

- Alok Kumar, Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation, Create Space Independent Publishing, 2014
- Kapoor, K., & Danino, M, Knowledge traditions and practices of India. CBSE.
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## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

### B.Ed.

#### SEMESTER-I

(For the examination to be held in December, 2024, 2025, 2026)

#### DRAMA AND ART IN EDUCATION

Course Code	: BDE-106	Total Marks	: 50
Credits	: 02	External Marks	: 00
Course Type	: SEC	Internal Marks	: 50

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: analyze the various forms of drama and role play and demonstrate their application as tools for educational and social change, including the use of voice, speech, mime, movements, and improvisation in classroom settings.
- CLO2: apply the concepts of sur, taal, and laya (sargam) in vocal music, including the integration of folk songs, and folk dances) and various drawing and painting techniques (including Basohli Art, Kangra Art, and Madhubani Art) oems, prayers, and singing along with 'Karaoke' into educational practices.
- CLO3: create educational materials using different dance forms (such as Bharat Natyam, Kathak, folk dances) and various drawing and painting techniques (including Basohli Art, Kangra Art, Madhubani Art), and assess their impact on student engagement and learning.

	CLO1	CLO2	CLO3
PLO1	X		
PLO2		X	
PLO3			
PLO4	X		X
PLO5			X
PLO6		X	X
PLO7	X	X	X
PLO8			
PLO9			

#### B. COURSE CONTENT

##### UNIT-1

##### Fundamentals of Drama

- 1.1. Drama as a Tool of Learning: Different forms of drama and role-play; Use of drama for educational and social change (street play, dramatisation of a lesson)

- 1.2. Use of drama techniques in the classroom- voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

## **UNIT-2**

### **Music (Gaayan and Vaadan)**

- 2.1. Concept of sur, taal and laya (sargam); Vocal-Folk songs, poems and prayers
- 2.2. Singing along with 'Karaoke' integration of gaayan and vaadan in educational practices

## **UNIT-3**

### **Art of Dance, Drawing and Painting**

- 3.1. Various Dance Forms: Bharat Natyam, Kathak and Nritya Natika, Folk dance, Bhangra, Giddha, Garba, Jhumar, Phumnian, Natti, Bihu etc. Integration of dance in educational practices
- 3.2. Drawing and Painting: Colours, strokes, and sketching; understanding of various means and perspectives; different forms of painting, Basohli Art, Kangra Art, Madhubani Art, Glass painting, Fabric painting, etc. Use of drawing and painting in education (Chart making, poster making, match stick drawing, etc.).

### **C. TRANSACTIONAL STRATEGIES**

Lecture-cum-Discussion followed by simulated / authentic practices, workshop on specific themes, slide/film shows, demonstration, and live interaction with artists.

### **D. PRACTICUM**

**The students may select any two of the following activities:**

- Development of a script for any lesson in any subject and performing a play/drama
- Development of a script for the street play focusing on girls' education
- Development of a script for the street play on women's empowerment
- Preparation of a pictorial monograph on folk dances of any State of our Country
- Development of an audio CD based on newly composed poems of any Indian language
- Preparation of a pictorial monograph on various dance forms in India
- Submission of a detailed report on the visit to the Institute of Music and Fine Arts regarding the functioning of its different departments
- One online course on the relevant topic and submission of a reflective report
- Any other approved activity of relevance

### **E. EVALUATION**

Evaluation shall be done on the basis of participation and performance of each candidate conducted by a team to be constituted for the purpose.

## **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Question No. 1 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 the **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**
- The 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%)**
- **The duration of the examination shall be 2 Hours**



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### B.Ed.

#### SEMESTER-I

(For the examination to be held in December, 2024, 2025 and 2026)

#### PRE-INTERNSHIP - I

Course Code	: BDE-107	Total Mark	: 50
Credits	: 02	Internal Marks	: 50
Duration	: Two weeks		
Course Type	: Internship		

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: evaluate the pedagogical practices and classroom management techniques observed during visits to elementary schools, and analyze their effectiveness in the context of student learning and engagement.
- CLO2: assess the roles and responsibilities of elementary teachers and other school staff through interactions and observations of the school infrastructure, including library, laboratories, playground, multipurpose hall, and other facilities.
- CLO3: compile comprehensive profiles of pre-schools and village schools, including a reflective journal that critically reviews the functioning and activities observed, and provides insights into the overall educational environment and challenges faced by these institutions.

	CLO1	CLO2	CLO3
PLO1	X		
PLO2		X	
PLO3			
PLO4	X		X
PLO5		X	X
PLO6	X	X	X
PLO7			
PLO8			
PLO9	X		X

The duration of the Pre-Internship - 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:

<b>S. No.</b>	<b>Activity</b>	<b>Max. Marks</b>
<b>1.</b>	Visit to an elementary school to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school.	10
<b>2.</b>	Interaction with elementary teachers and other school staff to understand their roles and responsibilities. Observation of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	10
<b>3.</b>	Visit to Pre-school and review its functioning. Visit to Anganwadi and review its functioning.	10 (5+5)
<b>4.</b>	Visit to a village school and preparation of its profile.	10
<b>5.</b>	Writing a Reflective Journal on activities carried out during the Pre-Internship-I	10
<b>Total</b>		<b>50</b>

# SEMESTER-II



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**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May 2025, 2026 and 2027)**

**KNOWLEDGE AND CURRICULUM**

**Course Code : BDE-201** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Perspective** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

- CLO1: explain the concept of knowledge and differentiate between knowledge and skills, knowledge and information, reason and analysis, belief and truth
- CLO2: classify and elaborate on various types and sources of knowledge and the role of a teacher as well as a student in knowledge construction and transmission.
- CLO3: describe the concept of education, values and education and the role of education in nationalism, universalism and secularism
- CLO4: interpret the concept, approaches and designs of curriculum development and the determinants of curriculum change.
- CLO5: analyse the models of curriculum development, the role of the teacher in curriculum construction and the evaluation of curriculum content.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X		X		
PLO2					
PLO3			X		
PLO4		X		X	X
PLO5		X			X
PLO6		X		X	X
PLO7					
PLO8					
PLO9	X				

**B. COURSE CONTENT**

**UNIT-1**

**Types of Knowledge**

- 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 – Educational, situational, conceptual and strategic
- 1.6 Role of teacher and student in transmission and construction of knowledge and barriers involved therein

## **UNIT-2**

### **Concept of Education**

- 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 of values, erosion of values, ways and means of inculcation of values; National values as enshrined in the Indian Constitution

## **UNIT-3**

### **Approaches to Curriculum Development**

- 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 transaction: Role of teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue

## **UNIT-4**

### **Models of Curriculum Development**

- 4.1 Models of curriculum development given by Franklin Bobbit, Ralph Tyler and Hilda Taba
- 4.2 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
- 4.3 Indicators of effective curriculum construction and evaluation of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials



### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self-study, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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)
3. National Education Policy (2020)

OR

**Presentation of a seminar on any one of the following:**

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

OR

**One online course on the relevant topic and submission of a reflective report**

### E. EVALUATION

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.

- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### **H. 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.



**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May, 2025, 2026 and 2027)**

**ASSESSMENT FOR LEARNING**

<b>Course Code : BDE-202</b>	<b>Total Marks : 100</b>
<b>Credits : 04</b>	<b>External Marks : 60</b>
<b>Course Type : Perspective</b>	<b>Internal Marks : 40</b>

**A. COURSE LEARNING OUTCOMES**

After completing the course, the learner will be able to:

- CLO1: explain the meaning and importance of measurement, assessment, and evaluation along with its differentiation and types of evaluation.
- CLO2. describe the qualitative and quantitative approaches for assessment, scales of measurement and assessment of learning outcomes.
- CLO3: interpret the characteristics of a good test and its types.
- CLO4: analyse the quantitative tools and various techniques of assessment.
- CLO5: understand the new trends in evaluation.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X		X	
PLO3					X
PLO4	X	X		X	X
PLO5	X	X	X	X	X
PLO6		X	X	X	X
PLO7					
PLO8					
PLO9					

**B. COURSE CONTENT**

**UNIT-1**

**Assessment, Evaluation and Measurement**

- 1.1.** Assessment, Evaluation, Measurement: Meaning and importance, Difference between:
  - a) Assessment, evaluation and measurement
  - b) Assessment of learning and assessment for learning
- 1.2.** Purpose of Evaluation: Placement, diagnosis of learning difficulties, providing feedback in marks / grade

- 1.3. Types of Evaluation: Formative, Summative, Continuous and Comprehensive Evaluation – Concept and process

## UNIT-2

### Approaches to Assessment

- 2.1. Meaning, Advantages and disadvantages of Quantitative 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

### Types of Tests

- 3.1. Characteristics of a Good Test: Reliability, Validity, Objectivity and Usability their concept and importance
- 3.2. Types of Tests: Teacher-made, Standardized and Diagnostic Tests: Concept, difference among them, their uses and limitations
- 3.3. Norm – referenced and Criterion – referenced Tests: Concept, importance and difference between the two; Steps in the development of a norm-referenced test

## UNIT-4

### Tools of Assessment

- 4.1. Quantitative Tools of Assessment: Written, oral and practical tests and Qualitative Tools of Evaluation: Observation and introspection, projection and sociometry
- 4.2. Techniques of Assessment: Project work, Assignments, Portfolio, Rubrics, Performance-based Activities, Seminars
- 4.3. New Trends in Evaluation: Online examination, Computer-based examination, Open book examination; Credit system – Concept, need, importance, advantages and limitations

### C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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 Evaluation
4. Any other approved activity of relevance

OR

**One online course on the relevant topic and submission of a reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

### **H. SUGGESTED READINGS**

- Aggarwal, R.N. and Asthana, Vipin (1983). *Educational measurement and evaluation*. Agra: Vinod Pustak Mandir.
- 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.



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**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May 2025, 2026 and 2027)**

**UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Course Code : BDE-203** **Total Marks : 50**  
**Credits : 02** **External Marks : 30**  
**Course Type : Perspective** **Internal Marks : 20**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO1: describe the nature and characteristics of Education as an interdisciplinary field.

CLO2: analyse the nature, history and importance of science as a discipline.

CLO3: reflect on the role and importance of language in children's intellectual development.

CLO4: explain the nature and philosophy of social sciences as a discipline.

CLO5: interpret the meaning, nature and importance of mathematics as a discipline.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X		X	X
PLO2					
PLO3					
PLO4		X		X	X
PLO5		X			X
PLO6					
PLO7					
PLO8					
PLO9			X		

**B. COURSE CONTENT**

**UNIT-1**

**Discipline and Subject**

- 1.1.** Discipline and Subject: Concept, nature and characteristics of a discipline; Education as interdisciplinary field of study; Interrelation and inter-dependence amongst various school subjects

- 1.2.** Science as a Subject and Discipline: Nature and history of science; Importance of science as a discipline and subject, place of scientific knowledge in school curriculum, emergence of school science in relation to social, political, intellectual and historical contexts

## **UNIT-2**

### **Language and Social Sciences as subject and discipline**

- 2.1.** Language: Centrality of language in education, role of language in children's intellectual development; Language as a medium of communication and integration; Place of language in school curriculum; Subject Knowledge: Meaning, importance and Steps for acquiring knowledge in a subject
- 2.2.** Social Sciences: Meaning, nature and philosophy of social sciences, place and relevance of social sciences as a core component of school curriculum, role of social sciences in developing society; Factors for declining status of social sciences as a school subject

## **UNIT-3**

### **Mathematics as a Discipline and Subject**

- 3.1.** Mathematics: Meaning, nature and history, Vedic mathematics, place of mathematics in school curriculum
- 3.2.** Importance of mathematics in day-to-day life; Problems associated with teaching, learning mathematics, measures and techniques for developing students interest in mathematics

### **C. TRANSACTIONAL STRATEGIES**

Lecture, group discussion, panel discussion, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Preparation of a report on the nature of different disciplines like natural sciences, humanities, social sciences, earth sciences, bio-sciences, etc.
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 nature of knowledge
  - b) Social-scientific thinking as a method of enquiry
  - c) Chief recommendations of Ishwar Bhai Patel Report (1977)
4. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**



## E. EVALUATION

The distribution of marks for the course is as follows:

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work	:	<b>03 Marks</b>
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Question No. 1 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 the **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**
- The 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%)**
- **The duration of the examination shall be 2 Hours**

## H. 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.



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### COMMONWEALTH DIGITAL EDUCATION LEADERSHIP TRAINING IN ACTION (C-DELTA)

Course Code : BDE-204 Maximum Marks : 50  
Credits : 02 Maximum Internal Marks. : 50

#### A. COURSE LEARNING OUTCOMES:

After completing this course, the learners will be able to:

CLO1: understand digital education as the process of fostering people's ability to live, learn and work in an evolving digitally mediated society by mobilising resources, developing digital identities and engaging with networks.

#### B. COURSE CONTENT

The C-DELTA programme provides a framework for fostering digital learning and developing skilled citizens for lifelong learning. Adoption of C-DELTA in a country will help determine the level of digital education leadership skills in its educational institutions and provide a national benchmark for planning and budgeting to help those institutions that fall below the national average. COL will help governments by providing the technical support to adopt courses for skill development. Individuals will improve their employability in the job market by better understanding their own level of digital education leadership skills, and by providing the online badge as a credential in their resumes. It has seven modules: Developing digital identities, Mobilizing resources, Engaging with networks, Enhancing access, Making informed decisions, Capacity building, Cultivating innovation.

#### C. EVALUATION

a)	Submission of Completion Certificate:	30
b)	Reflective Report and Viva Voce:	20



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### B.Ed.

### SEMESTER-II

(For the examination to be held in May 2025, 2026 and 2027)

### CRITICAL UNDERSTANDING OF ICT IN EDUCATION

#### (Practical Work)

Course Code	: BDE-205	Total Marks	:	50
Credits	: 02	Internal (Practical Work)	:	30
Course Type	: Compulsory	Internal (Viva-Voce)	:	20

#### A. OBJECTIVES

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

- learn the basics of Google Workspace
- prepare hard and soft copies of documents
- attain perfection in the analysis and graphical representation of data
- create digital content for teaching

#### B. COURSE CONTENT

1. Basics of Google Workspace, Google Drive, Docs, Sheets and Slides to store, organise, share and collaborate.
2. Preparation of a lesson plan, resume/biodata, notice/order, application, letter, etc., using AI Tools.
3. Preparation of a worksheet or data set and analysis and visualisation of data.
4. Creating digital teaching content (Presentation, Video tutorial, and Quiz) using Canva, Screen Recording App, Quizizz, etc.

#### C. EVALUATION

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

##### Evaluation of Practical Work:

- a. Preparation of documents: 10 marks
- b. Creating digital content: 20 marks



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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### PRE-INTERNSHIP - II

Course Code : BDE-206  
Credits : 02  
Course Type : Internship

Maximum Marks : 50  
External Marks : 00  
Internal Marks : 50

#### A. COURSE LEARNING OUTCOMES

After completing this course, the learners will be able to:

- CLO1: engage in structured observation of lectures delivered by school teachers in high schools, analyzing instructional methods and classroom dynamics to enhance understanding of effective teaching practices.
- CLO2: evaluate the school schedule, identifying patterns and inefficiencies, and formulate recommendations for optimization to ensure an effective learning environment.
- CLO3: interact with students across different classes, identifying their challenges and needs, and propose strategies to address these difficulties to promote an inclusive and supportive learning environment.

	CLO1	CLO2	CLO3
PLO1	X		
PLO2		X	X
PLO3			
PLO4			
PLO5			
PLO6			
PLO7			
PLO8			
PLO9			

The duration of the Pre-Internship - 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:

<b>S. No.</b>	<b>Activity</b>	<b>Max. Marks</b>
<b>1.</b>	Observe experienced teachers in their classrooms and analyse their teaching methodologies, classroom management strategies, and student engagement techniques. Reflect on the observed lessons and identify best practices that can be incorporated into their own teaching.	10
<b>2.</b>	Work closely with experienced teachers or subject matter experts as mentors. Seek guidance and feedback on their teaching practices and professional development.	10
<b>3.</b>	Interaction with students of the school in different classes and submission of report on the difficulties faced by them.	5
<b>4.</b>	Organization of co-curricular activities by the student-teachers and participation and recording experiences of the same in the report.	10
<b>5.</b>	Exploration of the use of digital technologies and educational software in the classroom.	5
<b>6.</b>	Review of the assessment and evaluation system followed by the school.	10
<b>Total</b>		<b>50</b>



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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### (GROUP - I)

#### PEDAGOGY OF SCIENCE - I

Course Code : BDE-207  
Credits : 04  
Course Type : Pedagogy

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the nature of science, scientific attitude, and contributions of great scientists.  
CLO2: identify the aims and objectives of teaching science and prepare the behavioural objectives at the secondary level.  
CLO3: explain the pedagogical analysis of the content of science.  
CLO4: practice and use various methods, approaches, and appropriate learning resources of teaching science.  
CLO5: develop the skill of curriculum construction, understanding the role of textbooks and organisation of co-curricular activities in science.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			X
PLO3			X	X	
PLO4			X	X	X
PLO5					X
PLO6					X
PLO7					
PLO8					
PLO9					

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to Science

- 1.1. Concept of Science; science as a process and a product; Impact of Science on society, Role of science in the process of globalization
- 1.2. Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude

- 1.3. Contribution of Great Scientists of Science: C.V. Raman, A.P.J. Abdul Kalam, Har Govind Khurana, Louis Pasteur and Einstein

## UNIT-2

### **Aims and Objectives of Teaching Science**

- 2.1. Aims and Objectives of teaching Science in secondary schools (NCF 2005); Bases for the formulation of objectives
- 2.2 Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching science
- 2.3 Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of science.

## UNIT-3

### **Approaches and Methods of Teaching Science**

- 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 method, Laboratory Method, problem solving)
- 3.2. Modern Trends in Teaching 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 science

## UNIT-4

### **Curriculum development and Learning Resources**

- 4.1 Curriculum: Concept, principles and steps for the curriculum construction
- 4.2 Learning Resources: Text books, characteristics of a good text book, criteria for analysis of a textbook. Reference books, research journals, e-resources and community resources
- 4.3 Co-curricular activities: Concept, importance, planning and organizing co-curricular activities (Science club, science museum, science fair / exhibition, Aquarium, Herbarium, Vivarium)

### **C. TRANSACTIONAL STRATEGIES**

Lecture Method, Classroom discussion, Collaborative work and Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Preparation of a concept map on any theme of science and its importance



2. Preparation of a life sketch on contribution of any two great scientists from science
3. Virtual lab experience in science
4. Pedagogical analysis of a unit of content from the syllabus of science for class VII/IX/X
5. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

### **H. 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 General 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.
- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
- 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 General science teacher*. New Delhi: Prentice-Hall.
- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
- Rao, D.B. (1997). *Reflections on scientific attitudes*. 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: DhanpatRai.
- 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.
- Tripathi, S. (2014). *Teaching General science*. New Delhi: Dominant Publications.
- Vanaja, M. (2006). *Teaching General science*. Hyderabad: Neelkamal.
- Vanaja, N. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- 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.



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**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May, 2025, 2026 and 2027)**  
**(GROUP - I)**  
**PEDAGOGY OF PHYSICAL SCIENCE - I**  
**(PHYSICS AND CHEMISTRY)**

<b>Course Code : BDE-208</b>	<b>Total Marks : 100</b>
<b>Credits : 04</b>	<b>External Marks : 60</b>
<b>Course Type : Pedagogy</b>	<b>Internal Marks : 40</b>

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

- CLO1: describe the nature of physical science, scientific attitude, and contributions of great scientists.
- CLO2: identify the aims and objectives of teaching physical science and prepare the behavioural objectives at the secondary level.
- CLO3: explain the pedagogical analysis of the content of physical science.
- CLO4: practice and use various methods, approaches, and appropriate learning resources of teaching physical science.
- CLO5: develop the skill of curriculum construction, understanding the role of textbooks and organisation of co-curricular activities in physical science.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3			X		
PLO4			X	X	
PLO5				X	X
PLO6					X
PLO7					
PLO8					
PLO9					

**B. COURSE CONTENT**

**UNIT-1**

**Introduction to Physical Science**

- 1.2. Concept of science and physical science, physical science as a process and a product, Impact of physical science on society
- 1.2. Scientific Attitude: Meaning, importance, role of science teacher in its development and qualities of a person possessing scientific attitude

- 1.3. Contribution of Great Scientists of Physical Science: C.V. Raman, A.P.J. Abdul Kalam, Madam Curie, Einstein, Newton and Neil Bohr.

## **UNIT-2**

### **Aims and Objectives of Teaching Physical Science**

- 2.1. Aims and Objectives of teaching physical science in secondary schools (NCF, 2005); Bases for the formulation of objectives of teaching physical science
- 2.2. Behavioural Objectives: Meaning importance and steps for preparing behavioural objectives for teaching physical science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of physical science

## **UNIT-3**

### **Approaches and Methods of Teaching Physical Science**

- 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 method, laboratory method, 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**

### **Curriculum development and Learning Resources**

- 4.1. Curriculum: Concept, principles and steps for the curriculum construction
- 4.2. Learning Resources: Text books, characteristics of a good text book, reference books, research journals, e-resource and community resources
- 4.3. Learning Beyond Classroom: Concept, importance, planning and organising co-curricular activities (science club, science museum, science fair / exhibition)

### **C. TRANSACTIONAL STRATEGIES**

Lecture Method, Classroom discussion, Collaborative work and Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Preparation of a concept map on any theme of physical science and its importance

2. Preparation of a life sketch on contribution of any two great scientists from physical science
3. Presentation of a seminar on virtual lab in physical science
4. Presentation of a seminar followed by group discussion on constructivist approach of teaching of physical sciences
5. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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**
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- **The duration of the examination shall be 3 Hours**

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- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
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- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: DhanpatRai.
- 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.
- Tripathi, S. (2014). *Teaching physical science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21<sup>st</sup> 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.
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## B.Ed.

### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### (GROUP – I)

### PEDAGOGY OF BIOLOGICAL SCIENCE – I (BOTANY AND ZOOLOGY)

Course Code	: BDE-209	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the nature of biological science, scientific attitude, and contributions of great scientists.
- CLO2: identify the aims and objectives of teaching biological science and prepare the behavioural objectives at the secondary level.
- CLO3: explain the pedagogical analysis of the content of biological science.
- CLO4: practice and use various methods, approaches, and appropriate learning resources of teaching biological science.
- CLO5: develop the skill of curriculum construction, understanding the role of textbooks and organisation of co-curricular activities in biological science.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3			X		
PLO4			X	X	
PLO5				X	X
PLO6					X
PLO7					
PLO8					
PLO9					

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction to Biological Science

- 1.1. Biological science : Meaning, Biological-science as a domain of enquiry and exploration; Relationship between Biological science and human development

- 1.2. Scientific Attitude: Meaning, importance, role of Biological science teacher in the development of scientific attitude in students; Qualities of a person possessing scientific attitude
- 1.3. Contributions of Great Scientists: Jagdish Chandra Bose, Har Gobind Khurana, , Charles Darwin, Gregor Mendel, Louis Pasteur

## **UNIT-2**

### **Aims and Objectives of Teaching Biological Science**

- 2.1. Aims and Objectives of Teaching of Biological Science in Secondary Schools (NCF, 2005); Bases for the formulation of objectives
- 2.2 Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching biological science
- 2.3 Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content of biological science.

## **UNIT-3**

### **Approaches and Methods of Teaching of Biological Science**

- 3.1. Approaches of Teaching of Biological Science: Meaning, advantages and limitations of inductive-deductive, co-operative learning and constructivist approaches
- 3.2. Methods of Teaching of Biological Science: Meaning, steps, advantages and limitations of different methods of teaching of Biological science (Lecture-cum-demonstration method, laboratory method, 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**

### **Curriculum development and Learning Resources**

- 4.1 Curriculum: Concept, principles and steps for the curriculum construction
- 4.2 Learning Resources: Text books, characteristics of a good text book, reference books, research journals, e-resources and community resources
- 4.3 Learning Beyond Classroom: Concept, importance, planning and organising co-curricular activities (Science club, Vivarium, Aquarium and Botanical garden)

### **C. TRANSACTIONAL STRATEGIES**

Lecture, Classroom discussion, Collaborative work, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Preparation of a Life sketch on contribution of any two great Indian scientists from Biological science
2. Preparation of a concept map on any theme of Biological science and its importance
3. Virtual lab experience in Biological science
4. Pedagogical analysis of a unit of content from the syllabus of Biological science for class VII/IX/X
5. Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### **H. 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.
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- Yadav, M.S. (2000). *Modern method of teaching science*. New Delhi: Anmol Publishers.
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**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May, 2025, 2026 and 2027)**  
**(GROUP - I)**  
**PEDAGOGY OF SOCIAL SCIENCE - I**

**Course Code : BDE-210** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

After completing the course, the learner will be able to:

- CLO1: describe the meaning, importance and values of teaching social science, its differences, and the contributions of eminent social scientists.
- CLO2: identify the aims and objectives of teaching social science and prepare the behavioural objectives.
- CLO3: explain the pedagogical analysis of the content of social science.
- CLO4: practice and use various methods, approaches, and appropriate learning resources of teaching social science.
- CLO5: prepare lesson plans and understand the various model for the teaching of social science

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2		X			
PLO3			X		
PLO4			X	X	
PLO5					X
PLO6					X
PLO7					
PLO8					
PLO9					

**B. COURSE CONTENTS**

**UNIT-1**

**Introduction to Social Science**

- 1.1.** Social Science: Meaning, importance and values of teaching social science
- 1.2.** Difference between social science and social studies; Core areas of social science at elementary and secondary levels

- 1.3. Contribution of Eminent Social Scientists: Christopher Columbus, Max Weber, Chanakya and Amartya Sen

## **UNIT-2**

### **Aims and Objectives of Teaching Social Science**

- 2.1. Aims and objectives of teaching social science at secondary level (NCF, 2005); Bases for the formulation of objectives of teaching social science
- 2.2. Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching social science
- 2.3. Pedagogical Analysis of Content: Meaning, importance and steps of pedagogical analysis of content in social science

## **UNIT-3**

### **Approaches and Modern Trends in Teaching Social Science**

- 3.1. Methods of Teaching Social Science: Lecture Method, Lecture-cum-Discussion Method, Source Method and Co-operative Learning Method (Meaning, importance, steps, advantages and limitations)
- 3.2. Approaches of Teaching Social Science: Meaning, uses, advantages and limitations of Problem Solving and Constructivist Approaches
- 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 and video clippings)

## **UNIT-4**

### **Lesson Planning for Teaching Social Science**

- 4.1. Lesson Planning in Social Science: Meaning, importance and preparation of lesson plan in social science according to Herbartian and RCEM approaches for 6th to 9th classes
- 4.2. Preparation of lesson plan in social science according to Constructivist Approach for 6th to 9th classes
- 4.3. Models of Teaching Social Science: Meaning, definition, objectives and types; Fundamentals elements of teaching Social Enquiry Teaching Model for Social Science

### **C. TRANSACTIONAL STRATEGIES**

Lecture - cum – discussion, Interactive group discussion, Field trip, Brain storming and Simulation in the form of mock session, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers 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. Development of an achievement test in social science on any one unit of the syllabus for class VIII/IX
4. Organisation and participation in activities like quiz, mock-parliament, field trip, exhibition or any other co-curricular activity in school.
5. Role Play/Enactment on any one of the Social Scientists: Christopher Columbus, Max Weber, Chanakya and Amartya Sen
6. Any other approved activity of relevance.

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.



- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### **H. 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.
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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF ENGLISH - I

Course Code	: BDE-211	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: discuss the psycholinguistic and sociolinguistic aspects of language, as well as its nature, scope, and functions, differentiate between concept of language acquisition and language learning
- CLO2: describe the role of language in life: Intellectual, emotional, social and cultural development, home language and school language as a medium of understanding multilingual and multicultural classroom
- CLO3: distinguish between language as a school subject and language as a medium of instruction, recognize the challenges of teaching and learning English and write instructional objectives of teaching English prose; poetry and grammar in behavioural terms
- CLO4: discuss English as a colonial language, English in the post-colonial era, the role of English in the Indian context, the English language provisions of Articles 343–351 and 350–A of the Indian Constitution and the recommendations made in NPE 1986 and NCF 2005
- CLO5: describe the phonological, morphological, and syntactic structures of the English language, as well as the mechanism of speech, Phonemes: vowels and consonants, diphthongs, stress, intonation, and rhythm

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2			X		
PLO3			X	X	
PLO4					
PLO5					X
PLO6			X		
PLO7		X			
PLO8					
PLO9					

## **B. COURSE CONTENT**

### **UNIT-1**

#### **Fundamentals of Language**

- 1.1.** Language: Nature, scope and functions; Pscho-linguistic and socio-linguistic perspectives of language
- 1.2.** Role of Language in Life: Intellectual, emotional, social and cultural development, Concept of language acquisition and language learning
- 1.3.** Home language and school language, medium of understanding multilingual and multicultural classroom, difference between language as a school subject and language as a medium of instruction

### **UNIT-2**

#### **Position of English in India**

- 2.1.** Role of English language in the Indian Context: English as a Colonial language, English in the post-colonial era
- 2.2.** English as a language of knowledge; Position of English as a second language in India
- 2.3.** English as a link language in the global context; Challenges of teaching and learning English in India

### **UNIT-3**

#### **Constitutional Provisions and Policies of Language Education**

- 3.1.** Promoting awareness and action towards sustainable development through language activities: SDGs in classroom activities through Jigsaw Puzzles, Flash Cards, Hotspot image, classroom discussions, Board Games, and Digital Games
- 3.2.** Ethical and Moral Dimensions in Language Teaching: Addressing ethical issues in language teaching
- 3.3.** Aims and Objectives of Teaching English at Secondary Level of Education: Skill-based (listening, speaking, reading and writing) and Competency-based (linguistic competence and communicative competence); Instructional objectives of teaching prose, poetry and grammar in behavioural terms

### **UNIT-4**

#### **Elements of English Language**

- 4.1.** Elements of English Language: Its Structure – Phonological, Morphological and Syntactic; Phonological structure: Mechanism of speech, Phonemes: Vowels and consonants, diphthongs, stress, intonation and rhythm
- 4.2.** Morphological Structure of English Language: Meaning, importance and types - Prefixes and suffixes, Free and bound affixes, verb forms, adjectives and adverbs

- 4.3.** Syntactic Structure: Syntactic Structure and Basic Structure: Meaning and importance; Types of sentences; Assertive, interrogative, imperative, exclamatory, optative, affirmative, negative and exclamatory

**C. TRANSACTIONAL STRATEGIES**

Planned lectures infused with multimedia/ power point presentations, Group discussion, panel discussion, seminar, Google classroom

**D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Development of a detailed activity bank for different skill areas for learners
2. Explore various pedagogical methodologies, including Project-Based Learning (PBL), critical pedagogy, and Content and Language-Integrated Learning (CLIL), as Effective approaches for embedding sustainability themes into English Language Teaching
3. Present a power point presentation on ‘Aims and objectives of teaching English at secondary level
4. Write an assignment on the morphological structure of English language
5. Any other approved topic of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
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- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **The duration of the examination shall be 3 Hours**

#### **H. 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.
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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### Pedagogy of Hindi (I)

Course Code : BDE-212

Credits : 04

Course Type : Pedagogy

Total Marks : 100

External Marks : 60

Internal Marks : 40

#### उद्देश्य

छात्र इस पाठ्यक्रम की विषय वस्तु को पढ़ने के पश्चात :

- CLO 1: भाषा की अर्जन प्रक्रिया, शिक्षण प्रक्रिया तथा भाषा विज्ञान का वर्णन करने में समर्थ होंगे।  
CLO 2: हिन्दी भाषा का उद्भव, विकास, महत्व तथा मातृभाषा के ज्ञान का प्रसार करने में समर्थ होंगे।  
CLO 3: जम्मू तथा कश्मीर में हिन्दी भाषा का विकास करने में समर्थ होंगे।  
CLO 4: हिन्दी देवनागरी लिपि, वर्तनी सम्बन्धी अशुद्धियाँ एवं विराम चिह्नों का प्रयोग करने में समर्थ होंगे।  
CLO 5: भाषा शिक्षण के भाषाई कौशलों का विकास करने में समर्थ होंगे।

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2					
PLO3					
PLO4					
PLO5					
PLO6	X	X			X
PLO7					X
PLO8					
PLO9					

#### इकाई -1

##### हिन्दी भाषा की अधिगम प्रक्रिया

- 1.1 भाषा अर्जन की प्रक्रिया: बालक में प्रारम्भिक भाषा अवबोधन, बालक के विकास में भाषा की भूमिका
- 1.2 भाषा शिक्षण प्रक्रिया: भाषा अधिगम प्रक्रिया, भाषा अधिगम के सामान्य सिद्धान्त, मातृभाषा शिक्षण का अर्थ, महत्व एवं उद्देश्य
- 1.3 भाषा विज्ञान: स्वर एवं व्यंजन तथा उनका वर्गीकरण, हिन्दी शब्द भण्डार का अर्थ, विशेषताएँ तथा महत्व, उच्चारण दोष के कारण एवं उपचार

#### इकाई -2

##### हिन्दी भाषा का उद्भव और विकास

- 2.1 हिन्दी भाषा का उद्भव और विकास, हिन्दी भाषा की भूमिका तथा विशेषताएँ, अन्तर्राष्ट्रीय स्तर पर हिन्दी भाषा का स्थान
- 2.2 हिन्दी भाषा का अर्थ तथा महत्व, हिन्दी मातृभाषा, राज भाषा, संपर्क भाषा तथा राष्ट्र भाषा के रूप में
- 2.3 जम्मू तथा कश्मीर में हिन्दी भाषा का महत्व एवं उद्देश्य

### इकाई -3

#### हिन्दी देवनागरी लिपि एवं लेखन

- 3.1 देवनागरी लिपि: अर्थ, विशेषताएँ तथा महत्व
- 3.2 शुद्ध वाचन का महत्व एवं प्रयोग, वर्तनी सम्बन्धी अशुद्धियाँ: कारण एवं निवारण
- 3.3 हिन्दी भाषा में विराम चिह्नों का प्रयोग, लिखित रचना के प्रकार एवं उनका अभ्यास

### इकाई -4

#### हिन्दी भाषा शिक्षण के भाषायी कौशलों का विकास

- 4.1 श्रवण कौशल: अर्थ, प्रकार; मौखिक अभिव्यक्ति शिक्षण के उद्देश्य, मौखिक अभिव्यक्ति सम्बन्धी त्रुटियों का निवारण
- 4.2 पठन कौशल: अर्थ, प्रकार; पठन अभिरुचि का विकास, पठन सम्बन्धी त्रुटियों का निवारण
- 4.3 लेखन कौशल का विकास, लेखन का महत्व; हिन्दी भाषा शिक्षक – भूमिका, महत्व एवं विशेषताएँ

#### व्यावहारिक कार्य / सत्रीय कार्य

छात्र निम्नलिखित कार्यों में से किसी एक को चुन सकते हैं:

1. प्रारंभिक शिक्षा में मातृ भाषा का कक्षा में उपयोग करने पर अपने तर्क दीजिये
2. राष्ट्र भाषा पर एक आलोचनात्मक निबंध लिखिए
3. देवनागरी लिपि का इतिहास और विकास पर चर्चा करें
4. एक शिक्षक के रूप में आप लेखन कौशल विकसित करने के लिए क्या कार्य करोगे
5. बच्चों को प्राथमिक स्तर पर भाषा और कौशलों का विकास कैसे किया जा सकता है
6. अन्य पूर्ण स्वीकृत सम्बंधित कार्य

#### EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work	:	
	i) One Report (To be uploaded in Google Classroom) / Online Course	:	<b>05 Marks</b>
	Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	

#### ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### प्रश्न – पत्र के निर्देश

- प्रश्न-पत्र में 09 प्रश्न होंगे। प्रश्न संख्या 01 का उत्तर देना अनिवार्य होगा और इसमें चार लघु-प्रश्न होंगे। लघु-प्रश्न पूर्ण पाठ्य क्रम से होंगे। हर लघु-प्रश्न का उत्तर 50-75 शब्दों में देना है। अनिवार्य प्रश्न 12 अंकों का होगा।
- बाकी आठ (08) प्रश्न निबन्ध प्रकार/दीर्घ-उत्तर (02 प्रश्न हर इकाई से लिए जाएंगे) पूर्ण पाठ्य-क्रम से लिए जाएंगे।
- विद्यार्थी हर इकाई से एक प्रश्न चुनते हुए चार प्रश्नों के उत्तर देगा।
- इस प्रकार विद्यार्थी कुल 05 प्रश्नों के उत्तर देगा।
- हर दीर्घ-उत्तर 400-600 शब्दों का होगा।



- हर दीर्घ-उत्तर 12 अंकों का होगा।
- प्रश्न-पत्र कुल 60 अंकों का होगा।
- उर्तीणात्मक अंक 24 (40:) हॉंगे।
- परीक्षा की अवधि 3 घंटे होगी।

### पुस्तक सूची

क्रमांक	हिन्दी पुस्तकें	लेखक
1.	हिन्दी शिक्षण	डॉ रामशंकर पांडे
2.	हिन्दी शिक्षण	डॉ सुरिन्दर सिंह कादियान
3.	हिन्दी शिक्षण	पी के ओझा
4.	हिन्दी शिक्षण	डॉ के सी जैन और शैली जैन
5.	भाषा विज्ञान	भोला नाथ तिवारी
6.	हिन्दी विज्ञान	मंगल देव शास्त्री
7.	हिन्दी शिक्षण विधियां	डॉ श्रुतिकान्त पाण्डेय
8.	हिन्दी शिक्षण विधियां	डॉ प्रेम लता
9.	हिन्दी शिक्षण विधियां	भटिया नारंग
10.	हिन्दी शिक्षण शास्त्र	डॉ शिखा अग्रवाल
11.	हिन्दी शिक्षण	ज्योति खन्ना
12.	हिन्दी शिक्षण	अनीता गुप्ता
13.	हिन्दी शिक्षण	डॉ. चमन सिंह ठाकुर



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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF URDU - I

Course Code	: BDE-213	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: analyze the nature, scope, and functions of language from psycholinguistic and sociolinguistic perspectives, and explain the role of language in child development.
- CLO2: describe the origin, development, and current status of the Urdu language in India, its objectives at the secondary level, and the contributions of eminent Urdu writers and poets.
- CLO3: explain the elements of the Urdu language, including its phonological, morphological, and syntactic structures, and identify the types of sentences in Urdu.
- CLO4: develop language skills in listening, speaking, reading, and writing through various sub-skills and resources, and articulate the importance and process of writing behavioural objectives for teaching Urdu.
- CLO5: demonstrate proficiency in formal and informal writing forms in Urdu, including poetry, short stories, letters, diaries, notices, reports, dialogues, speeches, and advertisements.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2			X	X	X
PLO3				X	
PLO4					
PLO5					X
PLO6			X		
PLO7					
PLO8				X	
PLO9					

#### B. COURSE CONTENT

##### UNIT-1

##### Language Learning

- 1.1. Language: Nature, scope and functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development

- 1.2. Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and child's language
- 1.3. Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures.

## **UNIT-2**

### **Origin and Development of Urdu Language**

- 2.1. Origin and development of Urdu language in India and its present status, objectives of teaching Urdu at secondary level
- 2.2. Urdu Language: Its importance as a regional language, relation of Urdu with other languages; Urdu as a keeper of the cultural heritage, role of Urdu in the development of moral and spiritual values
- 2.3. Contribution of Eminent Urdu Writers and Poets: Meer Taqui Meer, Meer Aman, Ratan Nath Sarshar, Firaq Gorakhpuri and Parveen Shakar

## **UNIT-3**

### **Elements of Urdu Language**

- 3.1. 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
- 3.2. Morphological Structure: Meaning, importance and Types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

## **UNIT-4**

### **Acquisition Skills and Behavioural Objectives**

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing skills; Skills of Listening and Speaking – Sub-skills of listening and speaking; Materials and resources for developing listening and speaking skills: Storytelling, dialogue, situational conversation, role play simulation, language laboratory, multi-media resources
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Urdu - Prose, poetry and composition
- 4.3. Skill of Writing: Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, reports, dialogue, speech, advertisement etc.

### C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Visit to school/s to study problem of communication among students
2. Organise group discussion on the role of Urdu language and its importance in free India
3. Assignment on gaming for the development of skills of listening, reading and writing Urdu language
4. Analysis of advertisements aired on radio / television on the basis of language and gender
5. Presentation of a seminar on the development of skill of speaking Urdu
6. Comparative study of positive features and weaknesses of different approaches to learning Urdu language
7. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

### E. EVALUATION

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### **H. SUGGESTED READINGS**

- Abdullah, Saleem (1986) *Urdu kaise padhayen*. Aligarh: Educational Publishing House.
- Ansar, Akhter (1970). *Ghazal aur ghazal ki taleem*. New Delhi: Taraqqi-e-Urdu, Board.
- Ansari, Akhtar (2001). *Ghazal aur ghazal ki taleem*. 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). *Tareekh adab-e-Urdu*, Part I, II and III. New Delhi: Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zuban aur uski taleem*. Lahore: Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasar tareekh-e-Urdu*. New Delhi: Urdu Kitab Ghar.
- Hussain, Sajid (1993). *Urdu aur uske tadrees*. Karachi: Rabbar Publishers.
- Jalbi, Jameel (1992). *Tareekh adab-e-urdu*, Part I and II. New Delhi: Educational Publishing House.
- Kaul, Omkar and Siraj, Masood (2003). *Urdu asnaaf ki tadrees*. New Delhi: *National Council for Promotion of Urdu*.
- Khan, R.H. (1974). *Urdu imla*. New Delhi: Taraqqi-e-Urdu board.
- Khan, Rashid Hasan (2001): *Zuban aur qawaid*. New Delhi: National Council for Promotion of Urdu Language.
- NCERT (2012). *Rehnuma kitab for teachers*. New Delhi: National Council for Educational Research and training.
- NCERT (2013). *Urdu qawaid aur insha*. New Delhi: National Council for Educational Research and Training.
- NCERT (2013). *Urdu-Zuban-o-adab ki tareekh*. New Delhi: National Council for Educational Research and Training.
- NCERT (2015). *Urdu darsiyat (Urdu padagogy)*. 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.



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### B.Ed.

#### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF DOGRI - I

Course Code	: BDE-214	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: analyze the nature, scope, and functions of language, including psycholinguistic and sociolinguistic perspectives, and explain the role of language in child development, the process of language learning, and differences between language as a school subject and a medium of instruction.
- CLO2: describe the origin, development, and current status of the Dogri language in India, its objectives at the secondary level, and its importance as a regional language, including its role in cultural heritage and moral and spiritual development.
- CLO3: evaluate the contributions of prominent Dogri writers and poets such as K.S. Madhukar, Krishan Smailpuri, and others in enriching the Dogri language.
- CLO4: explain the elements of the Dogri language, including its phonological, morphological, and syntactic structures, and identify types of sentences and mechanisms of speech.
- CLO5: develop language skills in listening, speaking, reading, and writing, and articulate the importance of behavioural objectives and curriculum development for teaching Dogri at the secondary level, including the qualities of a good textbook.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2			X	X	X
PLO3				X	X
PLO4					
PLO5					X
PLO6			X		
PLO7					
PLO8				X	
PLO9	X				

## **B. COURSE CONTENT**

### **UNIT-1**

#### **Language Learning**

- 1.1.** Language: Nature, scope and functions; Language: Nature, scope and functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2.** Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and home language; medium of understanding, multilingual and multi-cultural classroom, difference between language as a school subject and language as a medium of instruction
- 1.3.** Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

### **UNIT-2**

#### **Origin and Development of Dogri Language**

- 2.1.** Origin and development of Dogri language in India and its present status, objectives of teaching Dogri at secondary level
- 2.2.** 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
- 2.3.** Contribution of K.S. Madhukar, Krishan Smailpuri, Mohan Lal Spolia, Bhagwat Prasad Sathe, Padma Sachdev, Deenu Bhai Pant, Champa Sharma, Narsingh DevJamwal, Lalit Mangotra, Inderjeet Kesar, Jitender Udhamपुरi, Yash Sharma and Om Goswami in enriching Dogri language

### **UNIT-3**

#### **Elements of Dogri Language**

- 3.1.** 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
- 3.2.** Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3.** Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

## UNIT-4

### **Acquisition Skills and Behavioural Objectives**

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure for the acquisition of these skills
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Dogri - Prose, poetry and composition
- 4.3. Curriculum: Meaning, importance and principles of preparing good curriculum for Dogri at secondary level, principles and rationale of curriculum development; textbook: Meaning and importance of textbook, qualities of a good textbook in the subject of Dogri

### **C. TRANSACTIONAL STRATEGIES**

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Visit to school/s to study problem of communication among students
2. Organise group discussion on the role of Dogri language and its importance in free India
3. Assignment on gaming for the development of skills of listening, reading and writing Dogri language
4. Analysis of advertisements aired on radio / television on the basis of language and gender
5. Presentation of a seminar on the development of skill of speaking Dogri
6. Comparative study of positive features and weaknesses of different approaches to learning Dogri language
7. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**



## E. EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Goswami, Om (2012). *Merikavya kahani*. Jammu: Hybro Publications.
- Jamwal, Narsingh Dev (2011). *Khoo samhale bhavshuale*. Jammu: Kamla Prakashan.
- Kesar, Inderjeet (2008). *Nimma nimma hassa*. Jammu: Jai Mata Prakashan.
- Kesar, Inderjeet (2012). *Likhat*. Jammu: Jai Mata Prakashan.
- Kesar, Inderjeet (2013). *Bhagirath*. Jammu: Jai Mata Prakashan.
- Kesar, Inderjeet (2014). *Soch terangaan*. Jammu: Jai Mata Prakashan.
- Magotra, Lalit (2009). *Chetein Diyan Galiyan*. Jammu: Divya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai: DarshanPrakashan.
- Sapolia, Mohan Lal (1988). *Sodh samundran dee*. Jammu: Tripta Prakashan.
- Sapolia, Sita Ram (2006). *Chaanani de athroon*. Samba, Jammu: Sita Ram Sapolia.
- Sharma, Champa (2004). *Chetein dee rohl*. Jammu: Manavi Prakashan.
- Sharma, Yash (2011). *Boond treloo dee*. Jammu: DD Reprographics.
- Udampuri, Jitender (1999). *Dil darya khali khali*. Jammu: Nami Dogri Sanstha.



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**B.Ed.**  
**SEMESTER-II**  
**(For the examination to be held in May, 2025, 2026 and 2027)**  
**(GROUP - II)**  
**PEDAGOGY OF Punjabi -I**

**Course Code : BDE-215** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

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

- CLO1: explain different roles of a language  
CLO2: interpret the relation between knowledge of language and child development  
CLO3: differentiate between language as a school subject and language as a medium of instruction  
CLO4: describe the importance and role of Punjabi language  
CLO5: formulate behavioural objectives for teaching Punjabi prose, poetry and grammar

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2		X			X
PLO3		X	X		
PLO4			X		X
PLO5					X
PLO6			X		X
PLO7				X	
PLO8					X
PLO9		X		X	

**B. COURSE CONTENT**

**UNIT-1**

**Language Learning**

- 1.1.** Language: Nature , scope an functions; Psycholinguistic and sociolinguistic perspectives of a language; Role of language in child's development
- 1.2.** Process of Language Learning: Process of knowledge of language; General principles of knowledge of language; Meaning of school language and home language; medium of understanding, multilingual and multi-cultural classroom, difference between language as a school subject and language as a medium of instruction

- 1.3. Linguistics: Vowels and consonants, pronunciation, causes of errors in pronunciation and their remedial measures

## **UNIT-2**

### **Origin and Development of Punjabi Language**

- 2.1. Origin and development of Punjabi language in India and its present status, objectives of teaching Punjabi at secondary level
- 2.2. Punjabi Language: Its importance as a regional language, relation of Punjabi with other languages; Punjabi as a keeper of the cultural heritage, role of Punjabi in the development of moral and spiritual values
- 2.3. Contribution of Baba Farid, Bulleh Shah, Shah Hussain, Waris Shah, Bhai Veer Singh, Amrita Pritam, Mohan Singh, Shiv Kumar Batalvin enriching Punjabi language

## **UNIT-3**

### **Elements of Punjabi Language**

- 3.1. 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
- 3.2. Morphological Structure: Meaning, importance and types – Free and bound affixes, prefixes and suffixes, verb forms, adjectives, adverbs (development, structuring and practical use)
- 3.3. Syntactic Structure: Meaning and importance; Types of sentences – Affirmative and negative, interrogative, imperative and exclamatory

## **UNIT-4**

### **Acquisition of Language Skills**

- 4.1. Acquisition of Language Skills: Listening, speaking, reading and writing, their significance and inter-correlation between these skills, procedure for the acquisition of these skills
- 4.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Punjabi - Prose, poetry and composition
- 4.3. 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

### C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Visit to school/s to study problem of communication among students
2. Use of gaming for the development of skills of listening, speaking, reading and writing Punjabi language
3. Organise group discussion on the role of Punjabi language and its importance in free India
4. Assignment on the development of skill of speaking Punjabi language
5. Presentation of a seminar on the development of skill of speaking Punjabi
6. Comparative study of positive features and weaknesses of different approaches to learning Punjabi language
7. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

#### **H. SUGGESTED READINGS**

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Guruser Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. 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 :Dhanpat Rai and Sons
- Singh, Gurdev (1971). *Gurmukhi lipibaray*. Ludhiana : Lahore Book Depot
- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
- Talwar, Mitali (2006). *Punjabi sahit de badalday jhukaavan da adhyan*. Ludhiana : Lahore Book Depot



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## B.Ed.

### SEMESTER-II

(For the examination to be held in May, 2025, 2026 and 2027)

### (GROUP - III)

### PEDAGOGY OF MATHEMATICS - I

Course Code	: BDE-216	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: explain the meaning, nature, and importance of teaching mathematics along with the historical development of the number system.
- CLO2: analyse the contributions of great mathematicians.
- CLO3: identify the aims and objectives of teaching mathematics and prepare the behavioural objectives.
- CLO4: practice and use various methods of teaching mathematics.
- CLO5: describe the various strategies for the teaching of mathematics.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X		
PLO2		X		X	X
PLO3		X	X		
PLO4			X	X	X
PLO5			X	X	X
PLO6			X	X	X
PLO7				X	X
PLO8					X
PLO9	X	X	X		

#### B. COURSE CONTENT

##### UNIT-1

##### Nature and Values of mathematics

- 1.1. Mathematics: Meaning, nature, importance and value of mathematics, contribution of Vedic mathematics
- 1.2. Historical development of number system and notations in mathematics; Correlation of mathematics with other school subjects
- 1.3. Contribution of great mathematicians-Aryabhata, Bhaskaracharya, Ramanujan, Pythagoras and Euclid

##### UNIT-2

##### Aims and Objectives of Teaching Mathematics

- 2.1. Aims and objectives of teaching mathematics at secondary level according to NCF(2005)

- 2.2. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; Formulation of instructional objectives in behavioural terms in mathematics
- 2.3. Writing learning objectives and teaching points of the content areas in mathematics (Algebra, Geometry, Mensuration's etc.) from Class 6<sup>th</sup> to 9<sup>th</sup>.

### UNIT-3

#### Methods of Teaching Mathematics

- 3.1. Meaning of methods and strategies of teaching, difference between the two
- 3.2. Methods of Teaching Mathematics (I): Inductive-Deductive, Analytic-Synthetic, Collaborative methods
- 3.3. Methods of Teaching Mathematics (II): Laboratory Method, Project Method and Constructivist Approach

### UNIT-4

#### Strategies of Teaching Mathematics

- 4.1. Oral, written and drill strategies
- 4.2. Activity-based learning, co-operative and collaborative learning strategies
- 4.3. Brain – storming, Computer Assisted Instruction (CAI) and Mastery Learning Strategies of teaching mathematics

#### C. TRANSACTIONAL STRATEGIES

Lecture, lecture-cum-discussion, learning by doing, group activity, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop a topic that meets NCERT's Position Paper of National Focus Group on Teaching Mathematics
2. The students will present it through experiential learning and make the same Report
3. Prepare report on the contribution of Vedic mathematics
4. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

#### E. EVALUATION

**The distribution of marks for the course is as follows:**

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work		
	i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Question No. 1 shall be compulsory and comprise 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 the **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 at least **ONE QUESTION** from **EACH UNIT**.
- In all, a student shall attempt **FIVE QUESTIONS**
- The 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%)**
- **The duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- 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.
- Ediger, M. and Rao, B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- James, A. (2005). *Teaching of mathematics*. Hyderabad: Neelkamal Publication.
- Keeley, P. K. & Cheryl, T. R. (2011). *Mathematics formative assessment*. Canada: Sage Publications.
- Kothari, R.G. and Mistry, H.S. (2012). *Diagnosis of learning difficulties on radious and decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- Kothari, R.G. and Shelat, P.H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- Kumar, S. (2009). *Teaching of mathematics*. New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of mathematics*. New Delhi: Arya Book Depot.
- 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.
- NCERT (2006). *Position paper-National focus group on teaching of mathematics*. 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.
- Nickson, M. (2006). *Teaching and learning mathematics: A guide to recent research and its application*. Landon: Continuum Publishers.
- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
- Paul, Chambers (2008). *Teaching mathematics*: Saga Publication.
- Rao, N.M. (2007). *A manual of mathematics laboratory*. New Delhi: Neelkamal Publications.
- Sidhu, K.S. (1990). *Teaching of mathematics*. New Delhi: Sterling Publishers.

# **SEMESTER-III**



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## B.Ed.

### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)

### ENVIRONMENTAL EDUCATION

Course Code : BDE-301  
Credits : 02  
Course Type : Perspective

Total Marks : 50  
External Marks : 30  
Internal Marks : 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: explain the concepts of environment, ecosystem, and biodiversity, and articulate the importance, scope, objectives, and principles of environmental education at the secondary level.
- CLO2: analyze the causes, effects, and control measures of various types of environmental pollution (air, water, soil, and noise), and evaluate the need for and strategies to conserve natural resources, including the roles of individuals and local bodies in these efforts.
- CLO3: describe the meaning, aims, principles, and strategies of sustainable development, and demonstrate proficiency in teaching methods for environmental education, such as field trips, group discussions, and project work.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2			X
PLO3	X	X	X
PLO4			X
PLO5			
PLO6		X	X
PLO7			X
PLO8			
PLO9	X	X	X

#### B. COURSE CONTENT

##### 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: Meaning, types and Importance. Strategies for conservation of forests, wildlife and energy. Role of Individual local bodies in the 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 trips, group discussion and project work

### C. PRACTICUM-Cum-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

**OR**

**One online course on the relevant topic and submission of reflective report**

### D. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work	:	
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>03 Marks</b>
Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	

### E. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## F. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 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.**

## G. 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 : Punjab 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.
- Palmer, J. and Philip, Neal (1994). *The handbook of environmental education*. London: Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). *Environmental education*. Hyderabad: Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). *Environmental law in India: Issues and responses*. New Delhi: Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi: Anmol Publications.
- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). *Natural environment and constitution of India*. New Delhi: Ashish Publishing House.



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**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December, 2025, 2026 and 2027)**  
**GENDER, SCHOOL & SOCIETY**

**Course Code : BDE-302** **Total Marks : 50**  
**Credits : 02** **External Marks : 30**  
**Course Type : Perspective** **Internal Marks : 20**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO 1: analyse the issues, stereotyping and empowerment related to gender and its relation to caste, religion and disability

CLO 2: describe the issues of access, retention and exclusion and the role of teacher, school and community in challenging gender inequalities alongwith paradigm shift from women studies to gender studies

CLO 3: identify the social reform movements and role of media and teacher in propagation of gender equalities

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4			X
PLO5			
PLO6		X	X
PLO7		X	X
PLO8		X	X
PLO9	X	X	X

**B. COURSE CONTENT**

**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. TRANSACTIONAL STRATEGIES**

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

#### **D. PRACTICUM-Cum-SESSIONAL WORK**

**The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

#### **E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>03 Marks</b>
Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report		

#### **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### **G. 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/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**

#### **H. 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.
- Ballantine, Jeanne 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: Methuen.
- Walikhana, Charn (2010): *Report of expert committee on gender and education*. New Delhi: National Commission for Wom



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### EDUCATIONAL TECHNOLOGY

Course Code : BDE-303

Credits : 02

Course Type : Perspective

Total Marks : 50

External Marks : 30

Internal Marks : 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the concept, need, scope, and functions of educational technology, and differentiate between the development, types, and approaches of educational technology, including hardware, software, multimedia, mass media, and systems approach.

CLO2: describe and evaluate various instructional strategies such as lecture, team teaching, discussion, panel discussion, seminars, and tutorials, and analyze the concept, origin, and principles of programmed learning, including the construction and evaluation of linear, branching, and mathetic styles of programming.

CLO3: explain the concept, process, and types of communication, including models of communication, barriers, and remedial measures for better communication, and describe the concept, process, interaction, and characteristics of effective classroom communication.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5	X	X	X
PLO6	X	X	X
PLO7			X
PLO8		X	X
PLO9	X	X	X

#### B. COURSE CONTENT

##### 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 and principles of Programmed Learning; Steps involved in construction of linear, branching and mathetic styles of programming, their merits and demerits

## 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, characteristics of effective classroom communication, barriers to effective classroom communication, methods to overcome barriers to classroom communication

### C. INSTRUCTIONAL STRATEGIES

Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. 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**

## H. SUGGESTED READINGS

- Aggarwal, J.C. (1999). *Encyclopaedia 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 encyclopaedia 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.



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### LANGUAGE ACROSS THE CURRICULUM

Course Code : BDE-304	Total Marks : 50
Credits : 02	External Marks : 30
Course Type : Perspective	Internal Marks : 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the features and functions of language as a tool of communication, and analyse the relationship between language and society, focusing on identity, power, and discrimination, including the hierarchical status of Indian languages and the impact of constitutional provisions and language policy on classroom dynamics.

CLO2: analyze the nature and role of multi-lingualism in Indian classrooms, including the role of mother tongue and school languages in classroom transactions, and distinguish between language as a school subject and language as a means of learning and communication, emphasizing the role of questioning and discussion in classrooms.

CLO3: develop and integrate the skills of listening, speaking, reading, and writing, including pronunciation using phonetic drills and vocabulary development, and evaluate various types of reading and writing, focusing on improving reading fluency and comprehension and identifying characteristics of good handwriting.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5			X
PLO6	X	X	X
PLO7			X
PLO8			X
PLO9	X	X	X

#### B. COURSE CONTENT

##### 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: Constitutional provisions and language policy (Article 343-351, 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, Qualities 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

## 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. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-discussion, Group discussion, Google classroom

### D. PRACTICUM-cum-SESSIONAL WORK

**The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>03 Marks</b>
Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report		

## F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 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**

## H. SUGGESTED READINGS

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Hengh, A. Sieruhn and P. Pluddemonn (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.





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**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December 2025, 2026 and 2027)**

**SCHOOL INTERNSHIP – I (8 Weeks)**

**Course Code : BDE – 305** **Max. Marks : 200**  
**Credits : 08** **Internal Marks : 200**  
**Course Type : Internship**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

- CLO1: demonstrate the ability to effectively apply micro-teaching skills, including reinforcement, stimulus variation, questioning, explanation, and the use of illustrations with examples and visuals, in the opted subject.
- CLO2: design and deliver comprehensive lessons using the RCEM approach, ensuring effective teaching practices and strategies in the opted subjects.
- CLO3: evaluate and provide constructive feedback on peer group teaching sessions, focusing on the effective implementation of teaching skills and strategies in the opted subjects.
- CLO4: analyze and critique teaching methodologies through the preparation and delivery of criticism lessons, identifying areas of strength and improvement in teaching practices in the opted subjects.
- CLO5: reflect on and enhance personal teaching practices by integrating peer and self-evaluations, aiming for continuous improvement in teaching effectiveness and student engagement in the opted subjects.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7	X			X	X
PLO8		X	X	X	X
PLO9	X	X	X	X	X

<b>S. No.</b>	<b>Components</b>	<b>Marks</b>
01.	Micro Teaching Practice. ( 20 Micro lessons , 2 lessons of each skill) in the opted subject <ul style="list-style-type: none"> <li>● Skill of Reinforcement</li> <li>● Skill of Stimulus Variation</li> <li>● Skill of Questioning</li> <li>● Skill of Explanation</li> <li>● Skill of Illustrations with examples and visuals.</li> </ul>	40
02.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	120
03.	Peer Group Observation (10 lessons) 5 in each subject as opted by the teacher trainee	20
04.	Two Criticism Lessons (1 lesson in each subject).	20
<b>Total</b>		<b>200</b>



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## B.Ed.

### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

### YOGA EDUCATION

Course Code	: BDE-306	Total Marks	: 50
Credits	: 02	External Marks	: 00
Course Type	: SEC	Internal Marks	: 50

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the meaning and historical development of yoga, and compare the principles and practices of different schools of yoga, including Astanga Yoga and Hatha Yoga, for promoting healthy living.

CLO2: analyze the history and classification of yoga and yogic texts, with a focus on understanding the Astanga Yoga of Patanjali and Hatha Yogic practices, including meditational processes.

CLO3: evaluate the need for yoga in promoting positive health, the role of the mind and yogic diet in achieving positive health, and the yogic concepts of health, healing, and disease, including stress management through yoga.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5			X
PLO6	X	X	X
PLO7	X	X	X
PLO8	X	X	X
PLO9	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction of Yoga

- 1.1. Yoga: Meaning and initiation, history of development of yoga
- 1.2. Schools of Yoga: Astanga Yoga and Hatha Yoga; Yogic practices for healthy living

##### UNIT-2

##### Yogic Texts - Introduction

- 2.1. History of yoga as a discipline, classification of yoga and yogic texts

- 2.2. Understanding Astanga Yoga of Patanjali; Hatha Yogic practices and meditational processes

### UNIT-3

#### Yoga and Health

- 3.1. Need of Yoga for positive health, role of mind in positive health as per ancient Yogic literature; Importance of yogic diet and healthy environment for positive health
- 3.2. Concept of health, healing and disease from yogic perspectives, potential causes of ill health and Yogic principles of healthy living, management of stress through yoga

#### C. TRANSACTIONAL STRATEGIES

Lecture-cum-Discussion, Providing reading material to students, Group discussion and Conduct of workshop/s for demonstration of Yogic practices

#### D. PRACTICUM/ SESSIONAL WORK

The student has to undertake the following activities:

- General guidelines for performance of the practice of Yoga for the practice of Kriyas, Asanas, Pranayama, Kriya Yoga and for Meditation
- One online course on the relevant topic and submission of reflective report

#### E. EVALUATION

The evaluation shall be done through practicals / demonstration/ activities performed under sessional work by a team constituted for the purpose

#### F. SUGGESTED READINGS

- Adair, J. and Allen, M. (1999). Time management and personal development.
- Hurlock, Elizabeth (2005). Personality development. New Delhi: Tata McGraw Hill.
- Chauhan, S.S. (2010). Advanced educational psychology. New Delhi: Vikas Publishing House.
- Goswami, Usha (2014). Child Psychology: A very short introduction. New Delhi: Oxford University Press..
- Santrock, J.W. (2006). Child development. New York: McGraw Hill
- NCERT (2015). Yoga: A healthy way of living: Upper Primary Stage. New Delhi: Publication Division, NCERT.
- NCERT (2015). Yoga: A healthy way of living: Secondary Stage. N Division, NCERT.
- NCET (2015). Yoga education. Bachelor of Education. New Delhi: National Council for Teacher Education.



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## B.Ed.

### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### (GROUP - I)

### PEDAGOGY OF SCIENCE – II

Course Code : BDE-307

Credits : 04

Course Type : Pedagogy

Total Marks : 100

External Marks : 60

Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the process of conducting a science laboratory and the meaning and importance of various instructional aids and improvised apparatus in the teaching of science.

CLO2: identify the process of lesson and unit planning along with its various approaches to teaching science.

CLO3: demonstrate the preparation of lesson plans for teaching science using various approaches.

CLO4: understand the need, importance, and types of evaluation in science along with the tools of evaluation for the same.

CLO5: describe the qualities of a good science teacher, the need for in-service professional development and the role of reflective practices in the teacher's professional growth.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7			X	X	
PLO8			X	X	
PLO9			X	X	X

#### B. COURSE CONTENT

##### UNIT-1

#### Science Laboratory and Instructional Aids

1.1 Science Laboratory: Objectives, planning and organizing laboratory work, safety in laboratories, approaches to laboratory work

- 1.2 Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits, Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation
- 1.3 Devices of Teaching: Meaning, need, importance and types of devices of teaching (Teaching & fixing devices)

## **UNIT-2**

### **Lesson Planning for Teaching Science**

- 2.1. Micro-teaching: Nature, different teaching skills, phases, steps, merits and demerits
- 2.2. Unit Planning for Teaching Science: Meaning, Importance and Steps of Unit plan in General Science. Lesson Planning for Teaching Science: Meaning, Importance
- 2.3 Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches. Preparation of lesson plans for Teaching Science according to Herbartian, RCEM and Constructivist Approaches

## **UNIT-3**

### **Evaluation of Learning in General Science**

- 3.1. Evaluation of Learning in Science: Concept, need and importance of Evaluation in General Science. Types of Evaluation (Formative and Summative), Characteristics of both
- 3.2. Comprehensive and Continuous Evaluation in science: Meaning, features and important functions
- 3.3 Evaluation Tools: Achievement and diagnostic test, oral tests, quizzes, essay type tests, objective type tests development of achievement and diagnostic tests, remedial/ enrichment measures

## **UNIT-4**

### **Professional Development of General Science Teacher**

- 4.1 Science Teacher: Qualities of a good science teacher, Role of teacher in teaching of general science
- 4.2. Teaching as a profession, Types of pre-service and in service professional development programme and its need for science teachers
- 4.3. Professional Growth of Science Teachers: Role of reflective practices in the professional growth of teachers teaching science at secondary level

### C. TRANSACTIONAL STRATEGIES

Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

### D. PRACTICUM-cum-SESSIONAL WORK

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

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from science for any class (VIII/IX/X)
3. Seminar on Experiential learning in science
4. Preparation of Low cost/ improvised teaching Aid
5. Any other approved topic of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>05 Marks</b>
Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report		

### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### G. 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**

#### **H. 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 general 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.
- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
- 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 general science teacher*. New Delhi: Prentice-Hall.
- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
- Rao, D.B. (1997). *Reflections on scientific attitudes*. 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.
- Tripathi, S. (2014). *Teaching general science*. New Delhi : Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21<sup>st</sup> century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (2006). *Teaching general 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.



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**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December, 2025, 2026 and 2027)**  
**(GROUP - I)**  
**PEDAGOGY OF PHYSICAL SCIENCE – II**  
**(PHYSICS AND CHEMISTRY)**

**Course Code : BDE-308** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO1: explain the process of conducting a physical science laboratory and the meaning and importance of various instructional aids and improvised apparatus.

CLO2: identify the process of lesson and unit planning along with its various approaches to teaching physical science.

CLO3: demonstrate the preparation of lesson plans for the teaching of physical science using various approaches.

CLO4: understand the need, importance, and types of evaluation in physical science along with the tools of evaluation for the same.

CLO5: describe the qualities of a good physical science teacher, the need for in-service professional development and the role of reflective practices in the teacher's professional growth.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7			X	X	
PLO8			X	X	
PLO9			X	X	X

**B. COURSE CONTENT**

**UNIT-1**

**Science Laboratory and Instructional Aids**

**1.1.** Science Laboratory: Objectives, Planning, and Organizing science laboratory for physical science; Organising and conducting practical work

- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits
- 1.3. Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

## **UNIT-2**

### **Lesson Planning for Teaching Physical Science**

- 2.1. Lesson Planning for Teaching Physical Science: Meaning, Importance and Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches
- 2.2. Unit Planning for Teaching Physical Science: Meaning, Importance and Steps of Unit Plan in Physical Science.
- 2.3. Preparation of lesson plans for Teaching Physical Science according to Herbartian, RCEM and Constructivist Approaches

## **UNIT-3**

### **Evaluation of Learning in Physical Science**

- 3.1. Evaluation of Learning in Physical Science: Concept, need and importance of evaluation in Physical Science; Types of evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Physical Science: Meaning, features and procedure
- 3.3. Evaluation Tools: Achievement and Diagnostic Tests, Development of achievement and diagnostic tests, Remedial/ Enrichment measures

## **UNIT-4**

### **Professional Development of Physical Science Teacher**

- 4.1. Physical Science Teacher: Qualities of a good physical science teacher
- 4.2. Types of pre-service and in-service professional development programme and its need for physical science teachers
- 4.3. Professional Growth of Physical Science Teachers: Role of reflective practices in the professional growth of teachers teaching physical science at secondary level

### **C. TRANSACTIONAL STRATEGIES**

Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from physical science for any class (VIII/IX/X)
3. Seminar on Experiential learning in Physical science
4. Preparation of Low cost/ improvised teaching Aid
5. Any other approved topic of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### **G. 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**

## H. 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.
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- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: Dhanpat Rai.
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Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December, 2025, 2026 and 2027)**  
**(GROUP - I)**  
**PEDAGOGY OF BIOLOGICAL SCIENCE - II**  
**(BOTANY AND ZOOLOGY)**

**Course Code : BDE-309** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO1: explain the process of conducting a biological science laboratory and the meaning and importance of various instructional aids and improvised apparatus.

CLO2: identify the process of lesson and unit planning along with its various approaches to teaching biological science.

CLO3: demonstrate the preparation of lesson plans for the teaching of biological science using various approaches.

CLO4: understand the need, importance, and types of evaluation in biological science along with the tools of evaluation for the same.

CLO5: describe the qualities of a good biological science teacher, the need for in-service professional development and the role of reflective practices in the teacher's professional growth.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7	X		X		X
PLO8	X		X		X
PLO9	X	X	X	X	X

**B. COURSE CONTENT**

**UNIT-1**

**Science Laboratory and Instructional Aids**

**1.1.** Science Laboratory: Objectives, Planning, and Organizing science laboratory for Biological science; Organising and conducting practical work

- 1.2. Instructional Aids: Meaning and importance; Charts, Models and Computers as instructional aids, their merits and demerits
- 1.3. Improvised Apparatus: Process of developing improvised apparatus, Characteristics of improvised material, Advantages and Disadvantages of improvisation

## **UNIT-2**

### **Lesson Planning for Teaching Biological Science**

- 2.1. Lesson Planning for Teaching Biological Science: Meaning, Importance and Steps of writing lesson plans according to Herbartian, RCEM and Constructivist Approaches
- 2.2. Unit Planning for Teaching Biological Science: Meaning, Importance and Steps of Unit plan in Biological Science
- 2.3. Preparation of lesson plans according to Herbartian, RCEM and Constructivist Approaches

## **UNIT-3**

### **Evaluation of Learning in Biological Science**

- 3.1. Evaluation of Learning in Biological Science: Concept, need and importance of Evaluation in Biological Science. Types of Evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Biological science: Meaning, features and important functions
- 3.3. Evaluation tools: Achievement and Diagnostic Test, Development of achievement and diagnostic tests, Remedial/ Enrichment measures

## **UNIT-4**

### **Professional Development of Biological Science Teacher**

- 4.1 Biological Science Teacher: Qualities of a good Biological science teacher
- 4.2. Types of pre-service and in service professional development programme and its need for Biological science teachers
- 4.3. Professional Growth of Biological Science Teachers: Role of reflective practices in the professional growth of teachers teaching Biological science at secondary level

#### **C. TRANSACTIONAL STRATEGIES**

Lecture-cum-Demonstration, Lecture, Classroom discussion, collaborative work and brain-storming, Google classroom

#### **D. PRACTICUM-Cum-SESSIONAL WORK**

**The student-teachers may undertake any one of the following activities:.**

1. Preparation of a question paper based on J&K Board of Secondary Education along with scoring key (if needed) and marking scheme
2. Develop of an achievement test on a unit from biological science for any class (VIII/IX/X)



3. Seminar on Experiential learning in Biological science
4. Preparation of Low Cost/ Improvised teaching aid
5. Any other approved topic of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

#### **E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

#### **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### **G. 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**

#### **H. 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 Biological science in secondary schools*. New Delhi: Sterling Publishers.
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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.
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- Rao, D.B. (1997). *Reflections on scientific attitudes*. New Delhi: Discovery Publishing House.
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- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
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- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Commonwealth Publishers.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching Biological science*. New Delhi: Dominant Publications.
- Vaidya, N.(1996). *Science teaching for the 21<sup>st</sup> century*. New Delhi: Deep and Deep 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 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.



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF SOCIAL SCIENCE - II

Course Code : BDE- 310

Credits : 04

Course Type : Pedagogy

Total Marks : 100

External Marks : 60

Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the meaning, use, merits, and demerits of various instructional aids in the teaching of social science.

CLO2: analyse the effectiveness and impact of textbooks, social science room and social science club on students learning.

CLO3: identify the various types of co-curricular activities in social science, their importance and guiding principles.

CLO4: understand the need, importance, and types of evaluation in social science along with the tools of evaluation for the same.

CLO5: describe the qualities of a good social science teacher, the need for in-service professional development and the role of reflective practices in the teacher's professional growth.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7	X		X		X
PLO8	X		X		X
PLO9	X	X	X	X	X

#### B. COURSE CONTENTS

##### UNIT-1

##### Instructional Aids for Teaching Social Science

1.1. Meaning, Use, Merits and Limitations of: Globe, Time Line, Map, Atlas in teaching of social science

1.2. Meaning, Use, Merit and Limitations of Pictures, Charts, Graphs, Models

- 1.3. Use of LCD-Projector, OHP, Computer, Film strips in teaching of social science at secondary level of education

## **UNIT-2**

### **Text Book and Social Science Room in Teaching Social Science**

- 2.1. Text-book of Social Science: Meaning, characteristics of a good text-book of social science, analysis of text-books in social science
- 2.2. Social Science Room: Concept, need, importance and layout of social science room; Social Science Club – Concept, need, organisation and activities of social science club
- 2.3. Co-Curricular Activities in Social Science: Meaning, importance, types, guiding principles for organising co-curricular activities

## **UNIT-3**

### **Evaluation of Learning in Social Science**

- 3.1. Evaluation of Learning in Social Science: Concept, need and importance of evaluation in social science; Types of evaluation (Formative and Summative)
- 3.2. Comprehensive and Continuous Evaluation in Social Science: Meaning, features and procedure
- 3.3. Evaluation Tools: Achievement and Diagnostic Tests, Development of achievement and diagnostic tests; Remedial / Enrichment measures

## **UNIT-4**

### **Professional Development of Social Science Teacher**

- 4.1. Social Science Teacher: Qualities of a good social science teacher
- 4.2. Concept, need, importance and types of Continuous Professional Development for social science teachers
- 4.3. Professional Growth of Social Science Teachers: Role of reflective practices in the professional growth of teachers teaching social science at secondary level

### **C. TRANSACTIONAL STRATEGIES**

Lecture - cum – discussion, Interactive group discussion, guided self-study, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

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

1. Critical analysis of a social science text book of secondary classes
2. Critical analysis of social science curriculum of secondary classes

3. Conduct survey of social issues, social structure of the society
4. Develop a Question paper on a social science subject at secondary level
5. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### **G. 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**

### **H. 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.
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- 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.



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### PEDAGOGY OF ENGLISH - II

Course Code	: BDE-311	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: explain the development of language skills: listening, speaking, reading, writing study skills
- CLO2: analyse the different approaches to teaching i.e., the constructivist, community and interactive approach
- CLO3: identify the various methods of teaching English and preparation of lesson plans using various approaches.
- CLO4: describe the need, importance, and types of evaluation in English.
- CLO5: comprehend the principles and steps for curriculum construction, the various resources for teaching English and the need and importance of professional development of teachers teaching English language

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7	X	X	X		X
PLO8	X	X	X		X
PLO9	X	X	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

#### Development of Language Skills (Listening, Speaking, Reading, Writing, Study Skills)

- 1.1. Listening and Speaking: Concept, significance and activities to develop listening and speaking and their evaluation
- 1.2. Reading: Concept, methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary); Techniques of Increasing speed of reading (Phrasing, Skimming, Scanning) and its evaluation



- 1.3.** a) Writing: Concept, types of composition (Guided, Free and Creative); Evaluation of composition, letter writing (Formal and Informal)
- b) Study Skills: Concept, types (Note taking and making); Reference Skills (Dictionary, Encyclopaedia)

## **UNIT-2**

### **Approaches to Teaching English:**

- 2.1.** Constructivist Approach (7E's) : Meaning, principles of constructivism, Procedure for 7E's and Instructional Model for teaching English (Elicit, Engage, Explore, Explain, Elaborate, Evaluate and Extend)
- 2.2.** Community Approach: Meaning, procedure, expository narration and dramatization
- 2.3.** Interactive Approach: Meaning, procedure, questioning and discussion

## **UNIT-3**

### **Methods of Teaching and Lesson Planning**

- 3.1.** 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.** Methods and Techniques of Teaching English: Direct, Bilingual, Translation, Computer-assisted language teaching, Situational & Structural Methods
- 3.3.** 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**

### **Curriculum Resources and Professional Development of Teachers**

- 4.1.** Curriculum: Concept, principles and steps for curriculum construction
- 4.2.** Resources for teaching and learning English: Text books work books, teacher's hand books. (Meaning, importance and qualities), chart, picture, flash cards, flannel board, CD players, radio, newspaper, magazine, 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.** Professional development of teachers teaching English language (Meaning, need and importance); Professional growth of English language teacher – Meaning, need and importance; Role of conference, seminar and workshop in enhancing competencies of teachers teaching English language

### C. TRANSACTIONAL STRATEGIES

Planned lectures infused with multimedia/ power point presentations, Group discussion, panel discussion, seminar, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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 approach of teaching English for any class
3. Presentation of a seminar on Constructive Approach for teaching English to the students of class IX/X
4. Analytic study of a prominent literary work (novel, poetry, short story)
5. Translation of one Hindi / Urdu / Punjabi article in English
6. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### G. 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**

#### **H. 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.
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- Bharthi, T. & Hariprasad, M. (2004). *Communicative English*. Hyderabad :Neelkamal Publications.
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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December 2025, 2026 and 2027)

#### Pedagogy of Hindi (II)

Course Code : BDE-312  
Credits : 04  
Course Type : Pedagogy

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### उद्देश्य

छात्र इस पाठ्यक्रम की विषय वस्तु को पढ़ने के पश्चात :

- CLO 1: सहायक सामग्री, हिन्दी पाठ्य -पुस्तक एवं पुस्तकालयों का चयन एवं उपयोगिता को भली प्रकार से प्रयोग करने में समर्थ होंगे।
- CLO 2: व्याकरण - शिक्षण के ज्ञान का प्रसार करने में समर्थ होंगे
- CLO 3: सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का प्रयोग करने में समर्थ होंगे।
- CLO 4: हिन्दी पाठ योजना की रूप रेखा-हरबारशियन, आर सी ई एम तथा कनसटरकटिविष्ट का सहयोग करने में समर्थ होंगे।
- CLO 5: हिन्दी शिक्षण में मूल्यांकन की प्रक्रिया तथा निन्दानात्मक परीक्षा, उपचारात्मक शिक्षण एवं क्रियात्मक अनुसंधान का विवरण देने में समर्थ होंगे।

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X				
PLO2				X	
PLO3					
PLO4				X	
PLO5		X	X		
PLO6	X			X	X
PLO7			X		
PLO8					
PLO9					X

#### इकाई -1

#### हिन्दी भाषा शिक्षण, साधन और सामग्री

- 1.1 दृश्य - श्रव्य सहायक साधनों का अर्थ, महत्व एवं उद्देश्य; हिन्दी शिक्षण हेतु विभिन्न दृश्य - श्रव्य साधनों का चयन एवं उपयोग
- 1.2 पाठ्य - पुस्तक का अर्थ, महत्व एवं आदर्श पाठ्य - पुस्तक के गुण
- 1.3 भाषा शिक्षण में पुस्तकालयों की उपयोगिता एवं व्यवस्था; भाषा शिक्षण में सूचना तकनीकी की उपयोगिता एवं गुण

## इकाई -2

### हिन्दी व्याकरण शिक्षण

- 2.1 व्याकरण शिक्षण: अर्थ, महत्व तथा विधियाँ
- 2.2 हिन्दी पाठ्य - वस्तु का अर्थ एवं विश्लेषण, हिन्दी सुलेख शिक्षण: गुण, उद्देश्य एवं विधियाँ
- 2.3 हिन्दी शिक्षण में गृहकार्य - स्वरूप एवं संशोधन

## इकाई -3

### हिन्दी भाषा शिक्षण की योजना एवं प्रक्रिया

- 3.1 सूक्ष्म शिक्षण का अर्थ महत्व एवं रूपरेखा: सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास, प्रस्तावना कौशल, श्यामपट्ट कौशल, उदाहरण कौशल, व्याख्या कौशल, और उद्दीपन परिवर्तन कौशल
- 3.2 हिन्दी पाठ योजना का अर्थ महत्व एवं रूपरेखा: हिन्दी पाठ योजना: हरबरशियन, आर. सी. ई. एम. तथा कनसटरकटिविष्ट
- 3.3 इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्व, अन्तर एवं निर्माण

## इकाई -4

### हिन्दी भाषा शिक्षण में मूल्यांकन एवं क्रियात्मक अनुसंधान:

- 4.1 हिन्दी शिक्षण में सतत् एवं व्यापक मूल्यांकन : अर्थ एवं महत्व, हिन्दी शिक्षण में प्रश्नों के प्रकार
- 4.2 हिन्दी भाषा शिक्षण में निदानात्मक परीक्षा एवं उपचारात्मक शिक्षण- अर्थ, महत्व एवं प्रक्रिया
- 4.3 हिन्दी भाषा शिक्षण में क्रियात्मक अनुसंधान अर्थ, महत्व एवं प्रक्रिया

### व्यावहारिक कार्य / सत्रीय कार्य

छात्र निम्नलिखित कार्यों में से किसी एक को चुन सकते हैं:

1. डिजिटल सामग्री का उपयोग करते समय किन-किन चुनौतियों का सामना करना पड़ सकता है?
2. भाषा शिक्षण के लिए एक प्रभावी पुस्तकालय का निर्माण कैसे किया जा सकता है?
3. भाषा शिक्षण में सूचना तकनीकी के उपयोग से आने वाली चुनौतियाँ और उनके समाधान पर चर्चा करें।
4. अपने विद्यालय में गृहकार्य की प्रभावशीलता पर एक सर्वेक्षण कीजिए और उसकी रिपोर्ट तैयार कीजिए।
5. हिन्दी पाठ योजना में सुधार के लिए क्या सुझाव दिए जा सकते हैं?
6. अन्य पूर्ण स्वीकृत सम्बंधित कार्य

### EVALUATION

The distribution of marks for the course is as follows:

1.	External (End-semester) Examination	:	<b>60 Marks</b>
2.	Internal Assessment:	:	<b>40 Marks</b>
	(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
	(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
	(c) Sessional Work	:	
	i) One Report (To be uploaded in Google Classroom) / Online Course	:	<b>05 Marks</b>
	Completion Certificate/ PPT	:	<b>05 Marks</b>
	ii) Reflection Report	:	

### ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### प्रश्न – पत्र के निर्देश

- प्रश्न-पत्र में 09 प्रश्न होंगे। प्रश्न संख्या 01 का उत्तर देना अनिवार्य होगा और इसमें चार लघु-प्रश्न होंगे। लघु-प्रश्न पूर्ण पाठ्य क्रम से होंगे। हर लघु-प्रश्न का उत्तर 50-75 शब्दों में देना है। अनिवार्य प्रश्न 12 अंकों का होगा।
- बाकी आठ (08) प्रश्न निबन्ध प्रकार/दीर्घ-उत्तर (02 प्रश्न हर इकाई से लिए जाएंगे) पूर्ण पाठ्य-क्रम से लिए जाएंगे।
- विद्यार्थी हर इकाई से एक प्रश्न चुनते हुए चार प्रश्नों के उत्तर देगा।
- इस प्रकार विद्यार्थी कुल 05 प्रश्नों के उत्तर देगा।
- हर दीर्घ-उत्तर 400-600 शब्दों का होगा।
- हर दीर्घ-उत्तर 12 अंकों का होगा।
- प्रश्न-पत्र कुल 60 अंकों का होगा।
- उत्तीर्णात्मक अंक 24 (40%) होंगे।
- परीक्षा की अवधि 3 घंटे होगी।

### पुस्तक सूची

क्रमांक	हिन्दी पुस्तकें	लेखक
1.	हिन्दी शिक्षण	डॉ रामशंकर पांडे
2.	हिन्दी शिक्षण	डॉ सुरिन्दर सिंह कादियान
3.	हिन्दी शिक्षण	पी के ओझा
4.	हिन्दी शिक्षण	डॉ के सी जैन और शैली जैन
5.	भाषा विज्ञान	भोला नाथ तिवारी
6.	हिन्दी विज्ञान	मंगल देव शास्त्री
7.	हिन्दी शिक्षण विधियां	डॉ श्रुतिकान्त पाण्डेय
8.	हिन्दी शिक्षण विधियां	डॉ प्रेम लता
9.	हिन्दी शिक्षण विधियां	भटिया नारंग
10.	हिन्दी शिक्षण शास्त्र	डॉ शिखा अग्रवाल
11.	हिन्दी शिक्षण	ज्योति खन्ना
12.	हिन्दी शिक्षण	अनीता गुप्ता
13.	हिन्दी शिक्षण	डॉ. चमन सिंह ठाकुर



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF URDU - II

Course Code	: BDE-313	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: explain the meaning and importance of audio-visual aids for teaching and learning the Urdu language, and understand the characteristics of a good textbook.
- CLO2: reflect on the meaning and process of micro-teaching, and explain the various skills required for teaching the Urdu language.
- CLO3: understand the preparation of lesson plans using the Constructivist Approach for teaching the Urdu language.
- CLO4: prepare lesson plans using Herbartian and RCEM Approaches for teaching the Urdu language.
- CLO5: develop a diagnostic test for any unit from a textbook of Urdu.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7	X			X	
PLO8	X	X	X	X	X
PLO9	X	X	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Teaching-Learning Material in Teaching Urdu Language

- 1.1. Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Urdu language
- 1.2. Text – book: Meaning, importance and characteristics of a good text book
- 1.3. Importance of library in teaching a language; importance of ICT in teaching Urdu language



## UNIT-2

### Planning in Teaching Urdu Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Urdu - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement for teaching Urdu
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Urdu language

## UNIT-3

### Co-curricular Activities and professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Urdu language through:
  - Literary club
  - School magazine
  - Debate
  - Quiz programme
  - Drama
  - Mushiara
- 3.2. Professional Development of Urdu Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Urdu Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Urdu language

## UNIT-4

### Evaluation and Action Research in Urdu Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Urdu language for secondary classes
- 4.3. Continuous and Comprehensive Evaluation in Urdu Language; Error analysis and remedial measures

### C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, Use of audio-visual aids, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop a multi-media lesson in Urdu on a topic of your choice and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Urdu to secondary school students
3. Identifying and evaluating ICT resources suitable for teaching Urdu
4. Translation of one English or Hindi article into Urdu language
5. Prepare a collection of Urdu poems / stories of your choice
6. Review contemporary children's literature in Urdu
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

OR

One online course on the relevant topic and submission of reflective report

#### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. 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**

#### **H. SUGGESTED READINGS**

- Abdullah, Saleem (1986) *Urdu kaise padhayen*. Aligarh: Educational Publishing House.
- Ansar, Akhter (1970). *Ghazal aur ghazalkitaleem*. New Delhi: Taraqqi-e-Urdu, Board.
- Ansari, Akhtar (2001). *Ghazal aur ghazalkitaleem*. 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). *Tareekh adab-e-Urdu*, Part I, II and III. New Delhi: Educational Publishing House.
- Faramo, Saleem (1953). *Urdu Zuban aur uskitaleem*. Lahore: Pakistan Book Store.
- Hussain, Aijaz (1975). *Mukhtasartareekh-e-Urdu*. New Delhi: Urdu KitabGhar.
- Hussain, Sajid (1993). *Urdu aur usketadrees*. Karachi : Rabbar Publishers.
- Jalbi, Jameel (1992). *Tareekh adab-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.



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### B.Ed.

#### SEMESTER-III

(For the examination to be held in December, 2025, 2026 and 2027)

#### (GROUP - II)

#### PEDAGOGY OF DOGRI - II

Course Code	: BDE-314	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Pedagogy	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

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

CLO1: explain the meaning and importance of audio-visual aids in teaching and learning Dogri language, highlighting their role in enhancing comprehension and engagement.

CLO2: understand the characteristics of a good textbook for teaching Dogri language, including clarity, appropriateness, and alignment with curriculum objectives.

CLO3: reflect on the meaning and process of micro-teaching as a method for developing teaching skills in Dogri language instruction.

CLO4: explain the essential skills required for teaching Dogri language effectively, including language proficiency, cultural sensitivity, and pedagogical techniques.

CLO5: understand and demonstrate the preparation of lesson plans using Constructivist Approach, Herbartian Approach, and RCEM Approach for teaching Dogri language, emphasizing learner-centeredness, engagement, and effective instructional strategies.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X		X		X
PLO2		X		X	X
PLO3			X	X	X
PLO4					
PLO5					
PLO6					
PLO7					
PLO8					
PLO9					

#### B. COURSE CONTENT

##### UNIT-1

#### Teaching-Learning Material in Teaching Dogri Language

- 1.1. Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Dogri language
- 1.2. Text – book: Meaning, importance and characteristics of a good text book

- 1.3. Importance of library in teaching a language; importance of ICT in teaching Dogri language

## UNIT-2

### Planning in Teaching Dogri Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Dogri - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement for teaching Dogri
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Dogri language

## UNIT-3

### Co-curricular Activities and Professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Dogri language through:
- Literary club
  - School magazine
  - Debate
  - Quiz programme
  - Drama
  - Kavi Sammelan
- 3.2. Professional Development of Dogri Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Dogri Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Dogri language

## UNIT-4

### Evaluation and Action Research in Dogri Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Dogri language for secondary classes
- 4.3. Continuous and Comprehensive Evaluation in Dogri Language; Error analysis and remedial measures

### C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop a multi-media lesson plan in Dogri on any topic and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Dogri language
3. Identifying and evaluating ICT resources suitable for teaching Dogri language
4. Translation of one English or Hindi article into Dogri language
5. Prepare a collection of Dogri poems / stories of your choice
6. Review contemporary children's literature in Dogri
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

OR

One online course on the relevant topic and submission of reflective report

#### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. 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**

#### **H. 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). *Cheteindiyangaliyan*. Jammu: Divya Prakashan.
- Rahi, Ved (2014). *Battotar*. Mumbai: Darshan Prakashan.
- Sapolia, Mohan Lal (1988). *Sodhsamundran di*. Jammu: Tripta 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.
- Udhamपुरi, Jitender (1999). *Dildaryakhalikhali*. Jammu: Nami Dogrisanstha.



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**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December, 2025, 2026 and 2027)**  
**(GROUP - II)**  
**PEDAGOGY OF PUNJABI - II**

**Course Code : BDE-315** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

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

- CLO1: understand the meaning and types of peace, including personal, interpersonal, societal, and global peace.  
CLO2: recognize the significance of peace in fostering social harmony and maintaining stable relationships within communities and nations.  
CLO3: analyze the need for peace education in promoting national and international understanding, resolving conflicts, and fostering cooperation.  
CLO4: acquire skills and strategies to identify and resolve conflicts effectively, both at an individual and societal level.  
CLO5: demonstrate an understanding of individual and social relationships based on constitutional values and principles, promoting equality, justice, and respect for diversity.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X		X		
PLO2			X	X	X
PLO3			X	X	
PLO4					X
PLO5			X	X	
PLO6					
PLO7		X			X
PLO8					
PLO9			X		

**B. COURSE CONTENT**

**UNIT-1**

**Teaching-Learning Material in Teaching Punjabi Language**

- 1.1.** Audio-Visual Aids: Meaning, importance and objectives; Selection and use of audio-visual aids in teaching Punjabi language
- 1.2.** Text – book: Meaning, importance and characteristics of a good text book



- 1.3. Importance of library in teaching a language; importance of ICT in teaching Punjabi language

## UNIT-2

### Planning in Teaching Punjabi Language

- 2.1. Behavioural Objectives: Meaning and importance, essentials of behavioural objectives; writing behavioural objectives of teaching Punjabi - Prose, poetry and composition
- 2.2. Micro Teaching: Meaning, importance and procedure, advantages and limitations; Different Teaching Skills; Mastering skills of presentation, lecturing, explanation, stimulus variation and reinforcement
- 2.3. Lesson Planning: Meaning, importance, basic elements and preparation of lesson plan (Herbartian, RCEM and Constructivist Approaches) for teaching Punjabi language

## UNIT-3

### Co-curricular Activities and Professional Development of Teachers

- 3.1. Curricular Activities: Meaning, importance and role of co-curricular activities for teaching Punjabi language through:
- Literary club
  - School magazine
  - Debate
  - Quiz programme
  - Drama
  - Kavi Darbar
- 3.2. Professional Development of Punjabi Language Teacher: Meaning, need and importance
- 3.3. Professional, Growth of Punjabi Language Teacher: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching Punjabi language

## UNIT-4

### Evaluation and Action Research in Punjabi Language

- 4.1. Evaluation: Meaning, importance and types of tests (essay type, short-answer type and objective type)
- 4.2. Construction of achievement and diagnostic tests in Punjabi language
- 4.3. Continuous and Comprehensive Evaluation in Punjabi Language; Error analysis and remedial measures

### C. TRANSACTIONAL STRATEGIES

Lecture, Group discussion, Power Point – presentation, use of audio-visual aids, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Develop a multi-media lesson plan in Punjabi on a topic of your choice and transacting the same before peers as simulated teaching
2. Analytical study of a prominent literary work (novel, poetry, short story) in Punjabi
3. Identifying and evaluating ICT resources suitable for teaching Punjabi language for secondary school students
4. Translation of one English or Hindi article into Punjabi language
5. Prepare a collection of Punjabi poems / stories of your choice
6. Review contemporary children's literature in Punjabi
7. Write a report on current practices of assessment and evaluation at secondary level
8. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### F. 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**

#### **G. SUGGESTED READINGS**

- Dally, H.K. and Dimple, H.S. (2009). *Punjabi bhasha da adhyapan*. Ludhiana :Guruser Book Depot
- Dhiman, H.S. (2009). *Punjabi boli, bhasha ate gurbani*. Patiala: Gagan Prakashan
- Duggal, Narinder Singh (2009). *Punjabi vayakaran terachnavali*. Jalandhar : New Book Company
- Jass, J.S. and Kaur, Jasbir. (2010). *Maatra bhasha di shikhyavidhi*. Jalandhar : New Book Company
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- Nanda, I.S. and Safaya, R.K. (2010). *Aadhunik Punjabi aadhyapn*. Ludhiana :Vinod Publications
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- Singh, G.B. (1981). *Gurmukhi lipi da janamte Vikas*, Chandigarh :Punjab University Publication Burea
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**B.Ed.**  
**SEMESTER-III**  
**(For the examination to be held in December, 2025, 2026 and 2027)**  
**(GROUP - III)**  
**PEDAGOGY OF MATHEMATICS - II**

**Course Code : BDE-316** **Total Marks : 100**  
**Credits : 04** **External Marks : 60**  
**Course Type : Pedagogy** **Internal Marks : 40**

**A. COURSE LEARNING OUTCOMES**

After completing the course, the learner will be able to:

CLO1: identify the process of lesson and unit planning along with its steps.

CLO2: demonstrate the preparation of lesson plans for teaching mathematics using various approaches.

CLO3: explain the process of conducting a mathematics laboratory and the meaning and importance of mathematics club and community resources for learning mathematics.

CLO4: analyse the need, importance, and types of assessment and evaluation in mathematics along with the tools of evaluation for the same.

CLO5: describe the need and importance of professional development, types of in-service programmes and various aspects of professional growth of mathematics teachers.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1	X	X	X	X	X
PLO2	X	X	X	X	X
PLO3	X	X	X	X	X
PLO4	X	X	X	X	X
PLO5	X	X	X	X	X
PLO6	X	X	X	X	X
PLO7			X		X
PLO8	X	X	X	X	X
PLO9	X	X	X	X	X

**B. COURSE CONTENT**

**UNIT-1**

**Lesson Planning in Teaching of Mathematics**

**1.1.** Lesson Planning: Meaning, need and importance; Types of lesson planning – unit and yearly plans, their preparation

**1.2.** Planning lessons in mathematics (Herbartian and RCEM) from 6<sup>th</sup> to 9<sup>th</sup> class

- 1.3 Preparation of lesson plans for teaching and learning mathematics at secondary school level according to Constructive Approach from 6<sup>th</sup> to 9<sup>th</sup> class

## UNIT-2

### Teaching - Learning Resources

- 2.1. 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.)
- 2.2. Mathematics Club: Meaning, importance and activities conducted by Mathematics club; Text book: Meaning, importance and qualities of a good Text book
- 2.3. Using community resources for learning mathematics, using ICT in teaching and learning mathematics at secondary school level

## UNIT-3

### Assessment and Evaluation

- 3.1. 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
- 3.2. Achievement Test: Concept, need and importance; Steps for the development of an achievement test in mathematics
- 3.3. Diagnostic and remedial teaching in mathematics, preparation of a diagnostic test in mathematics

## UNIT-4

### Professional Development of Mathematics Teacher

- 4.1. Professional Development: Meaning, need and importance
- 4.2. Types of in-service programmes for mathematics teachers
- 4.3. Professional Growth of Mathematics Teachers: Meaning, need and importance; Role of conference, seminar and workshop in the professional growth of teachers teaching mathematics at secondary level

### C. TRANSACTIONAL STRATEGIES

Lecture, Lecture-cum-Discussion, Learning by doing, Group activity, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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 lesson plan on a topic for class VIII/IX/X

3. Construction of a question paper based on current formats of CBSE /J&K State Board of School Education, along with its scoring key (if needed) and marking scheme
4. Preparation of a question paper based on the current format of CBSE/J&K Board of School Education, along with its scoring key (if needed) and marking scheme
5. Developing an action research proposal for a problem related to teaching and learning of mathematics at secondary school level
6. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### **E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>60 Marks</b>
2. Internal Assessment:	:	<b>40 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>20 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>10 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>05 Marks</b>
ii) Reflection Report	:	<b>05 Marks</b>

### **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

### **G. 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**

## H. SUGGESTED READINGS

- Anice, J. (2008), *Methods of teaching*. New Delhi: Neelkamal
- 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.
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- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
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- Pandya, B. (2007). *Teaching of mathematics*. Agra: Radha Prakashan Mandir.
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# **SEMESTER-IV**





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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### CREATING AN INCLUSIVE SCHOOL

Course Code	: BDE-401	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Perspective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the concept, nature, and types of disability along with the need and scope of inclusion in education, and describe the various constitutional provisions for inclusion in education.

CLO2: analyse the various approaches/models to inclusion and different ways for ensuring parents' and communities' participation in inclusive schools.

CLO3: identify the different pedagogical and assessment techniques for Children with Special Needs (CWSN) and discuss the role of the teachers in evolving inclusive practices.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5	X	X	X
PLO6	X	X	X
PLO7		X	X
PLO8	X	X	X
PLO9	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

#### Disability and Inclusion in Education

- 1.1 Disability: Concept and nature; Disabled children - Types: (Intellectual Disability, Learning Disability, Hearing Impaired, Visual Impaired) characteristics and their identification
- 1.2 Inclusion in Education: Meaning, need, scope and advantages

## UNIT-2

### Constitutional Provisions for Inclusion in Education

- 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

### Pedagogical and Assessment Approaches

- 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. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work	:	
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

## **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. 1 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**

## **H. 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.
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- 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.
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- Hegarthy, S. and Alur, M. (2002). *Education of children with special needs: From segregation to Inclusion*, Corwin Press, Sage Publishers.
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- 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.
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- 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.



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## B.Ed.

### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

### ACTION RESEARCH

Course Code	: BDE-402	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Perspective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: describe the meaning, need, and importance of research, and explain the different types of research and the process of Action Research.

CLO2: interpret the various tools for conducting action research and analyse the statistical techniques for data analysis and graphical representation.

CLO3: demonstrate the ability to apply statistical techniques for data analysis and graphical representation in action research projects.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5	X	X	X
PLO6	X	X	X
PLO7		X	X
PLO8	X	X	X
PLO9	X	X	X

#### B. COURSE CONTENT

##### UNIT-I

##### Meaning and Types of Research

- 1.1. Research: Meaning, need and importance
- 1.2. Educational Research: Meaning, importance and types: Basic and Applied (Meaning, importance and steps)

##### UNIT-II

##### Introduction to Action Research

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

2.2. Tools of action research – Observations, Questionnaire and Interview

**UNIT-III**

**Statistical Techniques and Graphical representation of Data**

- 3.1. Statistics: Measures of Central tendency (Mean, Median and Mode), Measures of Variability (Standard Deviation) – Concept, Computation and Graphic representation of data (Histogram, Frequency Polygon and Ogive)
- 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. TRANSACTIONAL STRATEGIES**

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

**D. PRACTICUM-Cum-SESSIONAL WORK**

- The student- teachers shall develop Action Research Proposal on the identified and approved problem
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work	:	
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

**F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

**G. 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**

#### **H. 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
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- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
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**B.Ed.**  
**SEMESTER-IV**  
**(For the examination to be held in May, 2022, 2023 and 2024)**

**MOOC**

**Course Code : BDE – 403**  
**Credits : 04**  
**Course Type : CBCS**

**Total Marks : 100**  
**Internal Marks : 100**

**COURSE CONTENT**

Every student of B.Ed. shall complete a four credit MOOC Course relevant to the subject offered by any online platform in this semester.

Completion of MOOC shall be assessed by a presentation made by the students on key learning from the course (50 Marks) and for completing a Reflective Report (50 Marks).

OR

Marks obtained by the students in the exam conducted by the external agency



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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### PROJECT WORK

Course Code : BDE - 404  
Credits : 04  
Course Type : SEC

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

**60 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

**40 marks**



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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025)

#### COMMUNITY WORK (02 WEEKS)

Course Code	: BDE-405	Total Marks	: 50
Credits	: 02	Internal Marks	: 50
CourseType	: SEC		

#### A. COURSE LEARNING OUTCOMES

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

- CLO1: interact effectively with the general community and reflect on the issues of society/community.
- CLO2: develop a sense of responsibility towards the community and participate actively in community welfare programs.
- CLO3: foster community welfare feelings and engage in actions that contribute to the well-being of the community.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2		X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5		X	
PLO6			X
PLO7	X	X	X
PLO8	X	X	X
PLO9	X	X	X

#### B. 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 programme 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. Make a 4 minute video on any school activity and write a reflective note on it
10. 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
11. Collect data regarding the disabilities in any nearby school and suggest methods of handling them
12. Survey your Institution / Home and suggest ways and means to maintain its cleanliness & enhance its beauty
13. 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
14. 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



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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### SCHOOL INTERNSHIP – II (8 WEEKS)

Course Code	: BDE-406	Maximum Marks :	200
Credits	: 08	External Marks :	200
Course Type	: Internship		

#### OBJECTIVES

To enable pupil-teachers to develop:

- *professional competencies*
- *understanding of school functioning and school innovations*
- *leadership qualities*

S. No.	Components	Marks
01.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	120
02.	Ten Lessons based on the Constructivists Approach (05 lesson in each subject)	40
03.	Four Lessons through ICT (2 lessons in each subject)	20
04.	Two Criticism lessons	20
<b>Total</b>		<b>200</b>



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**B.Ed.**  
**SEMESTER-IV**  
**(For the examination to be held in May, 2025, 2026 and 2027)**  
**GUIDANCE AND COUNSELLING**

**Course Code : BDE-407** **Total Marks : 50**  
**Credits : 02** **External Marks : 30**  
**Course Type : Elective** **Internal Marks : 20**

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO1: explain the meaning, need, scope, and principles of guidance and counseling, along with the differences between them.

CLO2: identify various testing and non-testing techniques in guidance and analyze different data gathering techniques in counseling.

CLO3: describe different types of counseling and career information services.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5	X	X	X
PLO6	X	X	X
PLO7		X	X
PLO8		X	X
PLO9		X	X

**B. COURSE CONTENT**

**UNIT-1**

**Guidance and Counselling – An Introduction**

**1.1.** Guidance and Counselling: Meaning, need and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal, Role of a teacher in Guidance and Counselling

**1.2.** Guidance Services: Concept, purpose, principles of organizing guidance services in secondary schools

**UNIT-2**

**Testing and Non-testing Techniques in Guidance**

**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 and cumulative record

### UNIT-3

#### Types of Counselling

- 3.1. Techniques of Counselling and Career Information: Directive and non-directive Counseling, Eclectic; 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. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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. Visit to Psychological Lab/Visit to Employment Bureau/Visit to Counsellor and make report on it
7. Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

#### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>03 Marks</b>
Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report		

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. 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**

## H. 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



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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### EARLY CHILDHOOD CARE AND EDUCATION

Course Code	: BDE-408	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

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

CLO1: explain the facts about early childhood learning and development

CLO2: describe the procedure of child tracking

CLO3: explain the principles of inclusive Early Childhood Care and Education practices

	CLO1	CLO2	CLO3
PLO1	X		X
PLO2	X	X	X
PLO3	X	X	X
PLO4	X	X	X
PLO5	X	X	X
PLO6	X	X	X
PLO7	X	X	X
PLO8		X	X
PLO9		X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Early Childhood Learning and Development

- 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

##### Interdisciplinary Assessment Tools

- 2.1. Young Children at Risk and Child Tracking: Meaning and procedure.
- 2.2. Interdisciplinary assessment tools and Preparation of intervention plans

## UNIT-3

### Practices of Inclusive Programmes

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

### C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

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

1. Write a report 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

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 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**

## H. 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.(2<sup>nd</sup> 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 Jovanovich
- 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



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### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### HEALTH AND PHYSICAL EDUCATION

Course Code	: BDE-409	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

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

CLO1: understand the aims and objectives of physical education and its role in promoting holistic health and well-being.

CLO2: explain the concept of holistic health and recognize the importance of yoga and sports in achieving holistic health.

CLO3: develop an understanding of various sports tournament formats such as knock-out and round robin, and gain clarity on health problems and hazards associated with physical activity.

	CLO1	CLO2	CLO3
PLO1	X		X
PLO2			X
PLO3	X		
PLO4			
PLO5			
PLO6		X	
PLO7		X	X
PLO8			
PLO9		X	

#### B. COURSE CONTENT

##### UNIT-1

##### Physical Education – Conceptual Framework

- 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

### Physical Fitness and Tournaments

- 2.1. Physical fitness, strength, Endurame 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

### Posture and Communication Diseases

- 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 flu

### C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online	:	<b>03 Marks</b>
Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report		

## F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 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**

## H. 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 kapalbhathi on cardio-vascular endurance*. *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 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



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## B.Ed.

### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

### PEACE EDUCATION

Course Code	: BDE-410	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

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

CLO1: understand the meaning of peace and its various types, including personal, interpersonal, societal, and global peace.

CLO2: recognize the importance of peace for fostering social harmony and maintaining stable relationships within communities and nations.

CLO3: analyze the necessity of peace education in promoting national and international understanding, resolving conflicts, and fostering cooperation.

	CLO1	CLO2	CLO3
PLO1	X	X	X
PLO2			X
PLO3		X	X
PLO4			
PLO5			
PLO6			
PLO7		X	
PLO8			
PLO9		X	

#### B. COURSE CONTENT

##### UNIT-1

##### Meaning and Types of Peace

- 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 of education and its relevance in the present volatile global scenario

## UNIT-2

### **Conflicts and Conflict Mediation**

- 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

### **Transaction of Peace Education**

- 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. TRANSACTIONAL STRATEGIES**

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

**The student-teachers 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

**OR**

**One online course on the relevant topic and submission of reflective report**

## E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

## F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. 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**

## H. 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.



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

### B.Ed.

#### SEMESTER-IV

(For the examination to be held in May, 2025, 2026 and 2027)

#### Value Education

Course Code	: BDE-411	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing this course the learner will be able to:

CLO1: define and explain key concepts related to values and ethics.

CLO2: reflect on and articulate their personal values.

CLO3: analyse and resolve ethical dilemmas in various contexts.

CLO4: demonstrate social responsibility through community service.

CLO5: communicate effectively about values and ethics.

	CLO1	CLO2	CLO3	CLO4	CLO5
PLO1					
PLO2					
PLO3		X	X		
PLO4					
PLO5					
PLO6					
PLO7	X			X	
PLO8		X		X	X
PLO9	X			X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Foundations of Values and Ethics

**1.1:** Introduction to Values: Definition and Importance of Values, Types of Values- Personal, Social, Professional, Role of Values in Personal Development

**1.2:** Ethical Theories and Philosophies: Definition and Importance of Ethics, Major Ethical Theories- Utilitarianism, Deontology, Virtue Ethics, Application of Ethical Theories in Real Life

## UNIT-2

### Personal and Social Values

- 2.1:** Self-Awareness and Personal Values: Identifying Personal Values, Self- Reflection Techniques, Importance of Integrity and Honesty
- 2.2:** Social Values and Citizenship: Social Responsibility and Community Service, Empathy and Compassion in Social Interactions, Ethical Behaviour in Society

## UNIT-3

### Professional and Environmental Ethics

- 3.1:** Professional Values and Ethics: Professionalism and Work Ethics, Accountability and Responsibility in the Workplace, Ethical Dilemmas in Professional Life
- 3.2:** Environmental Ethics: Importance of Environmental Conservation, Sustainable Living and Ethical Consumerism, Role of Individuals in Environmental Protection

### C. Mode of Transaction-Teaching learning strategies

Lectures and Interactive Sessions, Group Discussions and Presentations, Case Study Analysis, Community Service and Practical Activities, Self-Reflection Journals

### D. PRACTICUM-Cum-SESSIONAL WORK

#### Practicum-Cum-Sessional Work Plan

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

1. Self-Reflection Journal: Students maintain a weekly journal reflecting on their personal values, ethical dilemmas, and how they resolve them.
2. Community Service Project: Students participate in a community service project. They should spend a minimum of 10 hours on this project and document their experiences and learnings.
3. Group Discussion and Presentation: Students form groups and select a topic related to value education (e.g., environmental ethics, social justice, integrity in professional life). They conduct research and present their findings to the class.
4. Case Study Analysis: Students analyze a real-life case study related to ethical issues or moral dilemmas. They should identify the key values involved, discuss different perspectives, and propose a resolution.

### E. Assessment Methods

1. Self-Reflection Journal (3 Marks)
  - Weekly entries reflecting on personal experiences and values.
2. Community Service Project (3 Marks)
  - Participation in and documentation of a community service project.
3. Group Discussion and Presentation (3 Marks)
  - Group research and presentation on a value-related topic.

4. Case Study Analysis (3 Marks)
  - Written analysis of an ethical dilemma case study.
5. Participation and Attendance (Bonus Marks)
  - Active participation in class discussions and regular attendance.

**OR**

**One online course on the relevant topic and submission of reflective report**

## **F. EVALUATION**

**The distribution of marks for the course is as under:**

1. External (End-semester) Examination	:	<b>30 Marks</b>
2. Internal Assessment:	:	<b>20 Marks</b>
(a) Minor Test I / Mid-Term Test	:	<b>10 Marks</b>
(b) Minor Test-II/ ICT Based Quiz	:	<b>04 Marks</b>
(c) Sessional Work		
i) One Report (To be uploaded in Google Classroom) / Online Course Completion Certificate/ PPT	:	<b>03 Marks</b>
ii) Reflection Report	:	<b>03 Marks</b>

## **F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## **G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. 1 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**

## **H. SUGGESTED READINGS**

1. **"The Value of Everything"** by Mariana Mazzucato
2. **"Ethics for the New Millennium"** by Dalai Lama
3. **"The Power of Ethics"** by Susan Liautaud
4. **"The Moral Compass: A Guide to Effective Decision-Making"** by Lindsay J. Thompson
5. **"Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues"** by Thomas Lickona

## **I. ADDITIONAL RESOURCES**

- Articles, videos, and case studies provided by the instructor.
- Online forums for discussion and reflection.