



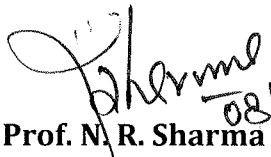
MIER COLLEGE OF EDUCATION (AUTONOMOUS)

**College with Potential for Education Status by the UGC
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade**

NOTICE

It is for the information of the Faculty of **B.Ed.** that a Zoom Meeting shall be held on **Friday, June 12, 2020 at 12.30 p.m.** to discuss the feedback received from you regarding the B.Ed. Syllabus to be implemented in the College from the session 2020-21

The link for the Zoom Meeting shall be sent on your e.mail id.


Prof. N. R. Sharma
(Dean Academics)
08/06/20

Dated: June 08, 2020



MIER College of Education (Autonomous)

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MINUTES OF ZOOM MEETING OF B.Ed. FACULTY OF MIER COLLEGE OF EDUCATION (AUTONOMOUS) FOR B.Ed. SYLLABUS FOR THE SESSION 2020-22 HELD ON FRIDAY, JUNE 12, 2020 AT 12.30 P.M.

PRESENT

1. Prof. N.R. Sharma (In the Chair)
2. Dr. Rohnika Sharma
3. Dr. Monika Bajaj
4. Ms. Poonam Soni
5. Dr. Reeta Dwivedi
6. Ms. Arpana Koul
7. Ms. Suman Gupta
8. Ms. Komal Sharma
9. Ms. Suman Devi

At the outset, Prof. N. R. Sharma, Dean Academics extended welcome to all the participants present in the meeting. He appreciated the feedback received from the B.Ed. teaching faculty for the B.Ed. syllabus to be implemented by the College from the session 2020-22.

Having threadbare discussion on the B.Ed. syllabus for the session 2020-22 it was decided that :

1. Modified syllabus of B.Ed. for the NCTE Guidelines given in (**Annexure-1**) be recommended for adoption.
2. Transactional Strategies and Evaluation scheme modified for all Theory Courses of the B.Ed. Programme (**Annexure-2**) be recommended for adoption.

(Prof. N. R. Sharma)
Dean Academics

Dated: 15-06-2020

Learning and Teaching

UNIT-1	PROPOSED COURSE CONTENT	UNIT-1	RECOMMENDED COURSE CONTENT
1.1	Human learning: Meaning; definition and characteristics, learning in and out of school, personal and environmental factors affecting learning	1.1	Learning Process and its Theories Learning and Learning Process: Meaning, definition and characteristics, distinction between learning as construction of knowledge and learning as transmission and reception of knowledge; Personal and environmental factors affecting learning and role of teacher in teaching-learning situation
1.2	Domains of learning: Cognitive, Affective and psychomotor	1.2	Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner, their applicability in different learning situations
1.3	Role of a teacher in teaching-learning context as transmitter of knowledge, role model, facilitator, negotiator and learner	1.3	Social Learning Theories: Bandura and Vygotsky, their applicability in different learning situations
UNIT-2		UNIT-2	
2.1	Behaviourist Theories of Learning: Pavlov, Thorndike, Piaget and Skinner with educational implications	2.1	Transfer of Learning and Motivation 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	Social Learning Theories: Bandura and Vygotsky and their educational implications	2.2	Motivation and Learning: Meaning of motivation, Maslow's Theory of Motivation, role of teacher in motivation of learners, Achievement Motivation - Meaning, importance, characteristics and educational implications
2.3	Learning for transfer: Concept, types (low-road or substantive transfer and high-road or procedural transfer) and promoting transfer of learning	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		UNIT-3	
3.1	Intelligence: Concept, nature and the role of heredity and environment	3.1	Teaching Strategies Teaching: Concept, nature, importance of teaching and phases of teaching; Reflective teaching to maximise learning
3.2	Spearman's Two-Factor Theory, Guilford's Factor Analytic Theory of Intelligence, Gardner's Theory of Multiple Intelligence and their educational implications	3.2	Strategies for Teaching: Lecture, brain storming, simulation and team teaching
3.3	Motivation: Meaning, types, Maslow's Theory of Motivation and role of teacher in motivating students	3.3	Teaching as a Complex Activity: Reflective teaching to enhance learning and teaching in diverse classrooms
UNIT-4		UNIT-4	
4.1	Teaching: Concept, nature, importance of teaching and phases of teaching: Pre-active, interactive and post-active	4.1	Approaches to Teaching Approaches to Teaching: Concept and approaches to teaching (Behaviourist, Cognitivist, Constructivist and Co-operative)
4.2	Strategies for teaching: Lecture, brain storming, simulation and team teaching	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	Adjustment: Meaning and nature of adjustment in context of teaching and learning, areas of adjustment, methods of adjustment and characteristics of a well-adjusted person	4.3	Role of Teacher in Teaching – Learning as: Transmitter of knowledge, Model, facilitator, negotiator and learner

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BDE-105**Methodology of Teaching**

UNIT-4	PROPOSED COURSE CONTENT	UNIT-1	RECOMMENDED COURSE CONTENT
4.1	Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching (a) Analytic - Deductive method (b) Analytic - Synthetic method (c) Project method	4.1	Methods of Teaching: Meaning, Importance, procedure, advantages and limitations of each method of teaching: (a) Inductive - Deductive method (b) Analytic - Synthetic method
4.2	Time Management: Time-Table, Its importance and types; weekly monthly and yearly calendar of activities	4.2	Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching: (a) Project Method (b) Problem Solving Method
4.3	Stress: Concept, causes of stress among teachers and students and remedial measures	4.3	Time Management : Time-Table, its importance an types; weekly, monthly and yearly calendar of activities.

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BDE-202**Assessment for Learning**

UNIT-1	PROPOSED COURSE CONTENT	UNIT-1	RECOMMENDED COURSE CONTENT
1.1	Assessment evaluation, measurement; Meaning, difference between Assessment of learning and Assessment for learning and difference between 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	Importance, principles and objectives of assessment	1.2	Purpose of Evaluation: Placement, diagnosis of learning difficulties, providing feedback in marks / grade
1.3	Types of assessment; Formative and summative; concept of continuous and comprehensive assessment and grading	1.3	Types of Evaluation: Formative, Summative, Continuous and Comprehensive Evaluation – Concept and process
UNIT-3		UNIT-3	
3.1	Action Research: Concept, importance, steps for conducting action research, limitations of action research	3.1	Characteristics of a Good Test: Reliability, Validity, Objectivity and Usability, their concept and importance
3.2	Standardised, teacher-made and diagnostic tests: Concept and difference among them, their uses and limitation, characteristics of a feed measuring instrument / device	3.2	Types of Tests: Teacher – made, standardized and Diagnostic Tests: Concept, difference among them, their uses and limitations
3.3	Reliability and validity of a test: Concept and methods of establishing, reliability and validity coefficients of a test	3.3	Norm-referenced and Criterion-referenced Tests: Concept, importance, difference between the two; Steps in the development of a norm-referenced test
UNIT-4		UNIT-4	
4.1	Norm-referenced and criterion-referenced test: Concept, importance and difference between the two, steps in the development of norm-referenced test.	4.1	Quantitative Tools of Assessment: Written, oral and practical tests and qualitative Tools of Evaluation: Observations an introspection, projection and sociometry
4.2	Qualitative tools of assessment: Written, oral and practical tests and qualitative tools of evaluation: Observation and introspection, projection and sociometry	4.2	Techniques and Assessment: Project work, Assignments, Portfolio, Ruberics, Performance-based Activities, seminars
4.3	Techniques of assessment: Project work, assignment, work sheets, practical work, performance based activities, seminars and reports	4.3	New Trends in Evaluation: Online examination, Computer-based examination, Open-book examination; Credit System-Concept, need importance, Advantages and limitations

BDE-203**Understanding Disciplines and Subjects**

UNIT-1	PROPOSED COURSE CONTENT	UNIT-1	RECOMMENDED COURSE CONTENT
1.1	Disciplinary and Interdisciplinary Knowledge: Nature and scope	1.1	Discipline and Subject 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	Knowledge as construction of experience and Methods of inquiry (Social Scientific Thinking and Critical Thinking)	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		UNIT-2	
2.1	Subject Knowledge: Meaning, importance and Steps	2.1	Language and Social Sciences as subject and discipline 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	Interface between Knowledge, Subjects, Curriculum, textbooks and linguistic background of learner	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		UNIT-3	
3.1	Concept of Curriculum, Syllabus and the difference between the two pedagogical demands at different stages of school	3.1	Mathematics as a Discipline and Subject Mathematics: Meaning, nature and history, Vedic mathematics, place of mathematics in school curriculum
3.2	Critical examination of the role of ICT in effective curriculum transaction and evaluation	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

BDE-207(A)**Pedagogy of Science**

UNIT-1	PROPOSED COURSE CONTENT	UNIT-1	RECOMMENDED COURSE CONTENT
1.3	Contribution of the following eminent Scientists: Har Gobind Khurana, Jagdish Chandra Bose, C.V. Raman, A.P.J. Abdul Kalam	1.3	Contribution of Great Scientists of Science: C.V. Raman, A.P.J. Abdul Kalam, HarGovind Khurana, Louis Pasteur and Einstein
UNIT-2		UNIT-2	
2.2	Instructional objectives of teaching science and stating them in observable behavioural changes (knowledge, understanding, application, skill, attitude, interest and appreciation)	2.2	Behavioural Objectives: Meaning, importance and steps for preparing behavioural objectives for teaching science

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Transactional Strategies and Evaluation Scheme for Theory Courses of the B.Ed. Programme were also discussed and it was resolved unanimously that :

- 2A. On-line teaching (Google Classroom) be added to the proposed teaching strategies for theory courses of the B.Ed. Programme
- 2B. The distribution of marks for evaluation of four-credit and Two-Credit Theory Courses be modified as :

• **Four Credit Theory Courses**

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Minor Test - I (Unit - 1 and 2) | : 15 Marks |
| (b) Minor Test - II ICT Based Quiz (Unit - 3 and 4) | : 10 Marks |
| (c) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) One PPT (To be delivered and uploaded in Google Classroom) | : 05 Marks |
| iii) Reflections | : 05 Marks |

• **Two Credit Theory Courses**

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 30 Marks |
| 2. Internal Assessment: | : 20 Marks |
| (a) Minor Test - I (Unit - 1 and 2) | : 07 Marks |
| (b) Minor Test - II ICT Based Quiz (Unit - 3) | : 04 Marks |
| (c) Sessional Work | |
| i) One Report (To be uploaded in Google Classroom) | : 03 Marks |
| ii) One PPT (To be delivered and uploaded in Google Classroom) | : 03 Marks |
| iii) Reflections | |






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NOTICE

It is for the information of the Faculty of **M.Ed.** that a Zoom Meeting shall be held on **Monday, June 16, 2020 at 12.30 p.m.** to discuss the feedback received from you regarding the M.Ed. Syllabus to be implemented in the College from the session 2020-21

The link for the Zoom Meeting shall be sent on your e.mail id.


08/06/20
Prof. N. R. Sharma
(Dean Academics)

Dated: June 08, 2020



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MINUTES OF ZOOM MEETING OF FACULTY OF POST-GRADUATE WING, MIER COLLEGE OF EDUCATION (AUTONOMOUS) FOR M.Ed. SYLLABUS FOR THE SESSION 2020-22 HELD ON MONDAY, JUNE 16, 2020 AT 12.30 P.M.

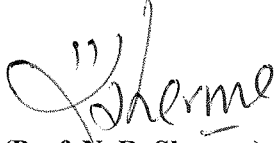
PRESENT

1. Prof. N.R. Sharma (In the Chair)
2. Dr. Mool Raj Sharma
3. Dr. Nishta Rana
4. Dr. Bharti Tandon
5. Ms. Sayka Bano
6. Ms. Ruchika Sharma

At the outset, Prof. N. R. Sharma, Dean Academics welcomed the members of the teaching faculty of the Post-Graduate wing of the College. The feedback received by the faculty for the M.Ed. syllabus to be implemented from the session 2020-22 was acknowledged with appreciation.

After threadbare discussion it was decided unanimously that :

1. Modified syllabus of M.Ed. (session 2020-22) as per the NCTE Guidelines given in **(Annexure-1)** be recommended for adoption.
2. Transactional Strategies and Evaluation scheme modified for all Theory Courses of the M.Ed. Programme **(Annexure-2)** be recommended for adoption.


(Prof. N. R. Sharma)
Dean Academics

Dated: 17-06-2020

Psychology of Learning and Development

Proposed Objectives		Recommended Objectives	
<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>develop understanding of the concept of growth and development</i> ▪ <i>explain the role of family, school and community in the development of children</i> ▪ <i>describe the cognitive, conative and psycho-motor development of children</i> ▪ <i>explain the concept of developmental tasks</i> ▪ <i>develop understanding of the psychology of learning</i> ▪ <i>explain theoretical perspectives about learning</i> ▪ <i>apply learning theories in classroom</i> 		<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>develop understanding of the concept of learner's growth and development</i> ▪ <i>describe implications of multiple dimensions of learner's development on learning</i> ▪ <i>identify the appropriate learning theory for teaching</i> ▪ <i>explain the importance of motivation for learning</i> ▪ <i>recognize the personality types of teachers and students</i> ▪ <i>explain the strategies for strengthening partnership between school, parents and community</i> 	
UNIT	PROPOSED COURSE CONTENT	UNIT	RECOMMENDED COURSE CONTENT
1	<p>1.1. Major Schools of Psychology and their Contribution to Education: Structuralism, associationism, behaviourism, gestalt, psycho-analytic, humanistic and constructivist</p> <p>1.2. Growth and Development: Concept, principles, sequential stages of growth and development-specific characteristics and problems at each stage, role of family, school and community in child's development</p> <p>1.3. Factors Influencing Human Growth Development: Genetic, biological, environmental, physical; Characteristics of human growth and development and factors affecting human growth</p>	1	<p>Psychology of Development</p> <p>1.1. Human Development: Concept of human growth and development, stages of development of learner-childhood to adulthood</p> <p>1.2. Factors Influencing Development of Learner: Role of heredity and environment (Family; Community-Neighbourhood, Peer Group; and School, Media and Culture)</p> <p>1.3. Behaviouristic, cognitivist and humanistic explanation of learner's development; Taking holistic view of development and implications for education</p>

2	<p>2.1. Theories of Development: Kohlberg's Moral Development Theory, Havighurst's Theory of Development and their educational implications</p> <p>2.2. Cognitive Development: Meaning, role of nature and nurture in cognitive development</p> <p>2.3. Development of Language: Skinner's Language Acquisition Theory, Noam Chomsky-Nativist Theory of Language Development, their relevance and applicability to educational practice</p>	2	<p>Process of Learning</p> <p>2.1. Learning: Meaning and nature; Gagne's Learning Hierarchy. Memory, development of concepts, logical reasoning, critical thinking and problem solving</p> <p>2.2. A reviews of behaviouristic theories of learning, Hull's Need Reduction Theory and Lewin's Field Theory, their implications for learning</p> <p>2.3. A review of Bruner's Theory and Vygostsky's Social Cognitive and Constructive Theory, their implications for learning</p>
3	<p>3.1. Learning: Concept, types and factors influencing learning, cognitive and behavioural approaches to learning</p> <p>3.2. Festinger Cognition Dissonance Theory, Constructivism - Roger Schank's Script Theory; Transformational Learning - Jack Mezirow's Psycho-critical Approach, their educational implications</p> <p>3.3. Effect of knowledge on learning, types of expert knowledge (Bruner, Shulman, Glaser), their relevance and applicability</p>	3	<p>Learner Engagement and Knowledge Construction</p> <p>3.1. Learner Engagement: Concept; Forms of learner's engagement (Modeling, Observation, demonstration, exploration, discovering, analysis, collaboration, interpretation and critical reflection)</p> <p>3.2. Maximising Learning: Individualized/Self-learning; Group, learning (Co-operative learning, Collaborative learning)</p> <p>3.3. Motivation; Meaning of various approaches to motivation (Humanistic and cognitive approaches and Weiner's Attribution Theory); Intrinsic and extrinsic strategies for motivating learner; Role of motivations in learning</p>
4	<p>4.1. Cognition and Learning: Cognitive process - Perception, attention and memory</p> <p>4.2. Concept Formation: Meaning, attributes, development of concepts, strategies for teaching concepts, problem solving; Learning as construction of knowledge</p>	4	<p>Management of Learning</p> <p>4.1. Identification of learning needs through continuous and functional assessment during teaching-learning process, self-assessment and teacher observation and their reflective discussion in classroom</p> <p>4.2. Creation of conducive Learning Environment: Physical, Psychological (social and emotional) and Academic</p>

	<p>4.3. Learning Environment: Concept, importance, creating a positive environment and its sustainability, discipline and participatory management; Diversity in learning contexts: Oversized classrooms, language, ethnic and social diversities and different types of disadvantages the children suffer</p>		<p>4.3. Space for Involvement of Parents and Community in Student's Learning: Identification of barriers; Strategies for strengthening partnership between school, parents and community</p>
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MED-103

Philosophical Perspectives of Education

Proposed Objectives		Recommended Objectives	
<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>develop the philosophical perspectives of education</i> ▪ <i>appreciate the methods of philosophical inquiry</i> ▪ <i>explain the dynamics of Indian and Western philosophical traditions of education</i> ▪ <i>get sensitized towards human rights education</i> ▪ <i>develop insight into the contemporary issues in education</i> 		<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>understand the nature of philosophy</i> ▪ <i>understand the contributions of philosophy</i> ▪ <i>develop critical understanding about the relationship between philosophy and education</i> ▪ <i>develop insight into the historic perspective of pragmatism and realism</i> ▪ <i>understand the impact of the three branches of philosophy and the philosophisation process of teaching</i> ▪ <i>develop insight into the contemporary issues in education</i> 	
UNIT	PROPOSED COURSE CONTENT	UNIT	RECOMMENDED COURSE CONTENT
1	<p>1.1. Understanding the Functions of Philosophy of Education: What, why, how of education; descriptive, normative and analytical functions, philosophical inquiry (Philosophisation process of teaching through the insights into metaphysical, epistemological and axiological modes of inquiry)</p> <p>1.2. Critical reflections on Conservative Philosophies of education with a focus on essentialism</p> <p>1.3. Critical reflections on Liberal Philosophies of education with a focus on progressivism</p>	1	<p>Introduction to Philosophy</p> <p>1.1. Philosophy: Meaning, nature and purposes; Objectives of philosophy and philosophy of education; Relationship between philosophy and education</p> <p>1.2. Branches of Philosophy: Metaphysics, Epistemology and Axiology; their impact on the philosophisation process of teaching</p> <p>1.3. Critical reflections on Liberal Philosophies of Education with focus on progressivism</p>
2	<p>2.1. Ancient eastern philosophical traditions of Vedic, Upnishadic and Puranic systems of education</p> <p>2.2. Reflection on orthodox systems of Samkhya, Yoga, Nyaya philosophies and Vedanta traditions of Advaita</p>	2	<p>System of Indian Philosophy</p> <p>2.1. Ancient eastern philosophical traditions of Vedic, Upnishadic and Puranic systems and aims of life</p> <p>2.2. Reflection on orthodox systems of Samkhya, Yoga and Vedanta: Metaphysical, epistemological and axiological formulations and their implications for education</p>

	2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies of education		2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies, their emphasis and ethical conduct and implications for revisiting education in terms of human values and conduct
3	3.1. Reflections on progressive ideology of Paulo Freire and their educational implications 3.2. Influence of Bertrand Russell's philosophy on education in the modern social context 3.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and its impact on understanding social realities of education in the modern Indian system of education	3	Schools of Philosophy 3.1. Idealism, Pragmatism and Relativism: Concept, metaphysical, epistemological and axiological postulates and implications for education 3.2. Existentialism , positivism and positive relativism: Concept, postulates and implications for education 3.3. Reflections on Progressive Ideology of Paulo Freire and Bertrand Russell's Philosophy
4	4.1. Critical understanding of human rights perspectives and its reflective practices in the modern systems of education 4.2. Logical positivism and its significance in education 4.3. Indian Constitutional aims, values and democratic citizenship, humanisation of teaching	4	Democratic Citizenship and Experiential Learning 4.1. Indian Constitutional aims, values and democratic citizenship and humanisation of teaching 4.2. Nai Taleem (Experiential Learning): Gandhian Philosophy and aims of Education; Curriculum and methods of teaching; Experiential Learning and Work Education through craft and rural reconstruction; Its relevance in the 21 st Century 4.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and their impact on understanding social realities of education in the modern Indian system of education

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MED-107

Communication Skills

Proposed Objectives		Recommended Objectives	
<p>After completing the course the prospective teacher educators will be able to:</p> <ul style="list-style-type: none"> ▪ <i>develop an understanding of the significance of communication skills for student teachers</i> ▪ <i>examine the difference between different discussion formats</i> ▪ <i>apply different discussion formats in classroom situation</i> ▪ <i>develop competencies in different skills of communication</i> 		<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>develop understanding of the significance of communication skills</i> ▪ <i>explain the difference between different discussion formats</i> ▪ <i>write official letters</i> ▪ <i>write and deliver welcome speech of an event</i> ▪ <i>propose vote of thanks for a guest lecture / conference / event</i> 	
UNIT	PROPOSED COURSE CONTENT	UNIT	RECOMMENDED COURSE CONTENT
2	<p>2.1. Leadership skills and communication: Motivational approach, power approach, trait approach</p> <p>2.2. Apprehension and communication: Student apprehension and teacher apprehension</p>	2	<p>Delivery of speech</p> <p>2.1. Delivery of a welcome speech for an event like induction / farewell programme / teacher's day etc.</p> <p>2.2. Proposing vote of thanks on the conclusion of a programme like guest-lecture / induction / farewell / seminar / conference etc.</p>
3	<p>3.1. Public speaking skills: Planning, preparation and presentation, storytelling skills</p> <p>3.2. Listening skills: Appreciation, discrimination, comprehension and therapeutic</p>	3	<p>Writing Official Letters</p> <p>3.1. Writing a letter to the Principal of a college for a bonafide student certificate / migration certificate; Letter to the Municipal Commissioner for a social problem</p> <p>3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data</p>

MED-201

Sociological Perspectives of Education

Proposed Objectives		Recommended Objectives	
<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>differentiate between sociology of education and educational sociology</i> ▪ <i>explain the nature and types of sociological inquiry</i> ▪ <i>develop sociological thinking about culture, socialization and social change</i> ▪ <i>explain social mobility and its types</i> ▪ <i>develop understanding of the concept of equity in terms of gender, caste, creed and religion</i> ▪ <i>reflect on the contribution of great social thinkers for social reforms</i> 		<p>After completing the course the students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>reflect on the nature and scope of sociology of education</i> ▪ <i>differentiate between sociology of education and educational sociology</i> ▪ <i>understand the relationship of education with social change, social stratification and social mobility</i> ▪ <i>explain the nature and types of sociological inquiry</i> ▪ <i>develop sociological thinking about culture, socialization and social change</i> ▪ <i>explain social mobility and its types</i> ▪ <i>develop understanding of the concept of equity in terms of gender, caste, creed and religion</i> ▪ <i>reflect on the contribution of great social thinkers for social reforms</i> 	
UNIT	PROPOSED COURSE CONTENT	UNIT	RECOMMENDED COURSE CONTENT
1	1.3. Methods of Sociological Analysis: Quantitative, qualitative, micro sociological, macro sociological analysis, networking and their educational implications	1	1.3. Social Stratification: Concept and types, role of education in social stratification
3	3.1. Social Change: Meaning and nature, social group and education, social stratification and education.	3	3.1. Social Change: Concept, nature, factors affecting the process of social change (Endogamous and Exogamous) and impact of factors on education in the changing social context

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MED-205**Internship**

PROPOSED COURSE CONTENT		RECOMMENDED COURSE CONTENT	
<p>1. Duration of the internship is two weeks and it is COMPULSORY</p> <p>2. Interns shall be assessed internally by their respective supervisors. Through the internship the potential teacher educators will be acquainted with different curricular practices involved in the transaction of elementary / secondary – senior secondary education. The student-teachers shall perform the following institution based internship activities:</p>		<p>A. The Internship of 2 weeks in teacher education institute/s is COMPULSORY for M.Ed. students</p> <p>B. The students shall be assessed internally by their respective supervisors</p>	
ACTIVITY	MAX. MARKS	ACTIVITY	MAX. MARKS
A OBSERVATION ACTIVITIES		Visit to DIET/SIE and submission of the report	10
• Micro teaching practice (4 micro lessons in different teaching skills)	20	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10
• Preparation of two unit plans (one each on teaching subjects opted at B.Ed. level)	10	Delivery of five lessons in perspective papers of the B.Ed. Course	25
• Preparation of lesson plans and delivery of nine lessons (three each through Herbartian, RCEM and Constructivist approach)	45	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20
		Preparation of five question papers from perspective papers of the B.Ed. Course	20
		Writing a reflective journal on activities carried out during the Internship	15

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B ASSISTING B.Ed. STUDENTS Assisting B.Ed. students in : <ul style="list-style-type: none"> • preparation of lesson plans • preparation of unit plans • SUPW activities • organizing community work 	10 5 5 5		
TOTAL The student-teachers shall maintain their diaries on daily basis and submit the report to their respective supervisors.	100	TOTAL	100

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