

2.3.1 Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Multiple modes and approaches to teaching-learning process are adopted by the faculty for different programmes at UG and PG levels which include-

- Lecture cum discussion
- Panel discussion
- Team teaching
- Seminar presentation
- Blended learning
- Flipped classroom teaching
- Collaborative and cooperative teaching
- Constructivist teaching
- Online teaching

Each faculty transacts individualized teaching plans for all courses in which different methods of teaching namely project work, student presentation, etc. are included. The teaching plans, thus formalized, indicate number of lectures for each unit, strategies employed, evaluation procedures and list of reference books to be consulted for each topic. The same is shared with the student teachers so that they become aware of the topics, operational strategy, evaluation procedure and books referred for study and consolidation. This gives a head start to the faculty to prepare different methodologies for teaching various topics through new, novel and modern methods as per the latest trends in education.

Apart from teaching theoretical and pedagogical subjects, a very important component of all programmes is experiential learning. For the B.Ed., B.Ed. Special (ID) and M.Ed. programmes the institution trains its faculty and students in the teaching skills both at the micro and macro level. Orientation is provided in the knowledge and acquisition of teaching skills through micro-teaching cycles, followed by demonstration of model lessons in all teaching subjects by the experts. Besides this, the student teachers are trained in the effective use of technology supported teaching and the use of interactive board in the process of teaching and communicating. Student teachers are given orientation and training to master the contents of NET and CTET to prepare for eligibility tests for recruitment of teachers.

The students' capability to extrapolate from what one has learnt and apply acquired competencies is attained through practice teaching is the introduction of internship/school experience. This makes professional preparedness of student teachers more meaningful. The

student teachers get first-hand experience as full time teachers of the school. The Student teachers visit (DIET) District Institute of Education and Training and (SIE) State Institute of Education. In addition to this, they also visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres for first-hand experience, exposure to teacher and student behavior and management system of different institutions. They also participate actively in the regular activities of the school where they teach. The students are expected to maintain a record of these activities in the form of "Reflective Journal". In this manner, they develop the capacity to extrapolate from what they have learnt and apply this knowledge and experience in their actual teaching assignments in future.

In the 4 year undergraduate programmes students are exposed to a number of experiential and participative activities, these include-

1. Applied research projects for deeper understanding of student's knowledge.
2. Understanding the concept through case studies
3. Internships, practicals and training to enhance student's knowledge
4. Organizing field experience.
5. Laboratory based work for more practical knowledge.

Problem solving methods include-

1. Use and development of lateral thinking.
2. Empowering the creative analysis among students.
3. Doing critical evaluations.
4. Using higher order thinking skills.
5. Use of countermeasure for solving the problem.

Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are further strengthened by the curriculum through the value added courses which are duly approved by the statutory bodies of the College. The Diploma in Guidance and Counselling is one such course. Apart from these courses, there are in-house add on programmes like life skills programme, ICT programme and research skills development programme which are made compulsory and free for all students. These are conducted for the students in small groups through all semesters. This covers development of various skills among student teachers. All student teachers are expected to successfully complete some MOOC courses in their own areas of interest to get credits in successfully completing their course of study.

Sample Teaching Plans are given below:



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U. G. Department

TEACHING PLAN

B.Ed. Semester-III, (Session 2021-23)

QF No.: 033A

Date: 28.10.2022

Course Name: Environmental Education

Course code: BDE 301

Course Type: Compulsory

Credits: 2, Contact hours: 30

(36 lectures of 50 minutes duration)

Duration of Examination: 2 Hrs.

Maximum Marks : 50

Max. Ext. Marks : 30

Min. Ext. Pass Marks: 12

Max. Int. Marks : 20

Min. Int. Pass Marks : 08

The objectives of the course are to:

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

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit-I	1.1 Concept of Environment,	a) Meaning of Environment and components of Environment	6	Lecture cum discussion method with	Long answer type questions &	-Environmental Education	R.S. Sharma V.S. Sharma

	Ecosystem, Biodiversity.	<p>b) Meaning of Ecosystem, components of Ecosystem, Levels of Ecosystem, Food chain and food web</p> <p>c) Meaning of Biodiversity, Threats to biodiversity and Conservation of biodiversity</p>		<p>Power point presentation</p> <p>-do-</p> <p>-do-</p>	Short answer type questions	<p>-Environmental Education</p> <p>-Environmental pollution and its control</p> <p>-Environmental studies</p> <p>-Environmental Education</p>	<p>N.H. Gopal Dutt</p> <p>Dr. I.S. Sindhu</p> <p>Dr. V.B. Singh</p> <p>Dr. Rajesh Dhankar</p> <p>Suresh Pachauri</p>
	1.2 Environmental Education:	<p>a) Concept of environment education,</p> <p>b) Importance of environment education</p> <p>c) Scope of environment education</p> <p>d) Principles of environmental education</p> <p>e) Objectives of environment education at secondary level.</p>	4	Lecture cum discussion method with Power point presentation	Long answer type questions & Short answer type questions	<p>-Environmental Education</p> <p>-Environmental Studies</p> <p>- Environmental Education</p> <p>-Education for values, Environment and Human Rights</p>	<p>R.A. Sharma</p> <p>Dr. Rajesh Dhankar</p> <p>V.N. Rastogi</p> <p>J.C. Aggarwal</p>
Unit-II	2.1 Environmental Pollution:	<p>Meaning, causes, effects and control measures of</p> <p>a) Air Pollution,</p> <p>b) Water Pollution,</p> <p>c) Soil Pollution and</p> <p>d) Noise Pollution</p>	8	Flipped Learning	Quiz	<p>Environmental Education</p> <p>Environmental Education</p> <p>Environmental Education</p> <p>https://nios.ac.in/media/documents/SrSec314NewE/Lesson-27.pdf</p>	<p>R.A. Sharma</p> <p>A.B. Saxena,</p> <p>Dr. I.S.Sindhu</p> <p>Dr. V.B.Singh</p>

						https://www.ugc.ac.in/oldpdf/modelcurriculum/Chapter5.pdf	
	2.2 Natural Resources:	<p>a) Meaning of Natural resources</p> <p>b) Classification of Natural resources</p> <p>c) Need and strategies for conservation of</p> <ul style="list-style-type: none"> -forests, -wildlife, -water, -soil, -air <p>d) Role of Individual and local bodies in conservation of natural resources.</p>	9	Cooperative Learning	Long answer type questions & Short answer type questions	<p>Environmental Studies</p> <p>Environmental Education</p> <p>https://nios.ac.in/media/documents/SrSec314NewE/Lesson-26.pdf</p> <p>https://www.ugc.ac.in/oldpdf/modelcurriculum/Chapter2.pdf</p> <p>https://www.deshbandhucollege.ac.in/pdf/resources/1587401677_BA(H)-Psc-Eco-Eng-BA(P)-II-Natural_Resource.pdf</p>	<p>Rajesh Dhankar</p> <p>R.A. Sharma</p>
Unit-III	3.1 Sustainable Development:	<p>a) Meaning of sustainable development</p> <p>b) Aims of sustainable development</p> <p>c) Principles of sustainable development</p> <p>d) Strategies for sustainable development</p>	5	Blended learning (Moodle)	Online Quiz	<p>-Environmental Education</p> <p>-Environmental Education</p> <p>- Environmental Education</p> <p>https://www.nios.ac.in/media/documents/Se</p>	<p>Atul Sharma</p> <p>R.A. Sharma</p> <p>V.N. Rastogi</p>

						cEcoCour/English/Chapter-23.pdf	
						https://ncert.nic.in/textbook/pdf/keec109.pdf	NCERT
	3.2 Methods of Teaching Environmental Education:	Meaning, importance and organization of a) Field trip, b) group discussion, c) project work	4	Blended learning (Moodle)	Online Quiz	Environmental Education https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/Education/Education%20Major/Education%20E.M%20M-2%20B-1/20-2032.pdf	R.A. Sharma
Total No of Lectures = 36							

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

Monika

Teacher Incharge

Dr. Anil Kumar
HOD 29/10/22

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Dr. Anil Kumar
11/11/2022

Principal



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U. G. Department

TEACHING PLAN

B.Ed. Special Edu. (ID) Semester-IV, (Session 2020-2022)

Course Name: Applied Behaviour Analysis

Course code: 401

Course Type: 02

Credits: 2, **Contact hours:** 30

(36 lectures of 50 minutes duration)

Duration of Examination: 1 Hr. 30 minutes

Maximum Marks : 50

Max. Ext. Marks : 30

Min. Ext. Pass Marks: 15

Max. Int. Marks : 20

Min. Int. Pass Marks : 10

The objectives of the course are to:

- develop an understanding of the underlying principles and assumptions of Applied behavioural Analysis (ABA)
- use various measures of behavioural assessment
- apply methods of ABA in teaching and learning environments
- integrate techniques of ABA in teaching programs
- select suitable strategies for managing challenging behaviours

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Technique	Name of the Reference Books	Name of the Author
Unit -I	1.1. ABA – Concept, Definition and Principles of Behavioural Approach,	a) ABA – Concept, Definition and Principles of Behavioural Approach b) Assumptions of ABA	4	a) Lecture cum Discussion Method using Power point	a) Long/ Short answer type Questions	Behaviour Modification	Joseph, R.A.

	Assumptions of ABA – Classical and Operant Conditioning	– Classical and Operant Conditioning		presentation b) Team teaching		Education Psychology	Mangle, S.K
	1.2 Behaviour- Definition, Feature and Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems	a) Behaviour- Definition, Feature b) Assessment of Behaviour – Functional Analysis of Behaviour c) Behaviour Recording Systems	5	a) Lecture cum Discussion Method using Power point presentation	a) Long/ Short answer type Questions	Behaviour Modification	Joseph, R.A.
Unit - II	2.1 Selection of Behavioural Goals, Discrete Trial Teaching, Discriminative Stimulus – Characteristics, Response, Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract, Token economy, Response	a) Selection of Behavioural Goals, Discrete Trial Teaching b) Discriminative Stimulus – Characteristics, Response, Prompts: Physical c) Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics d) Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract. e) Token economy, Response cost, Pairing and fading	9	a) Lecture cum Discussion Method using Power point presentation	a) Long answer type/ Short answer type/ Objective type questions	https://chicagoabatherapy.com	


	cost, Pairing and fading						
	2.2. Reinforcement Types: Positive and Negative, Primary and Secondary, Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval, Leadership role of teacher in promoting positive behaviour	a) Reinforcement Types: Positive and Negative, Primary and Secondary. b) Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval, Leadership role of teacher in promoting positive behaviour. c) Interval, Leadership role of teacher in promoting positive behaviour.	7	a) Cooperative Learning b) Group Discussion	a) Long answer type/ Short answer type/ Objective type questions	https://www3.uca.edu	
Unit -III	3.1 Differential Reinforcements of Behaviour, Extinction and Time Out, Maintenance	a) Differential Reinforcements of Behaviour b) Extinction and Time Out, Maintenance	5	a) Cooperative Learning b) Group Discussion	a) Long Answer type/ Short answer type questions	Behaviour Modification	Joseph, R.A.
	3.2 Response Cost and Overcorrection, Generalization and Fading	a) Response Cost and Overcorrection b) Generalization and Fading	6	a) Lecture cum Discussion Method using Power point presentation		Behaviour Modification	Joseph, R.A.
Total Lectures			36				

Sessional Work

Any one assignment will be submitted:

1. Observation and functional analysis of behaviour of a given case.
2. Development of ABA program for management of a challenging behaviour


Teacher In charge


HOD
3 5/4/22


Principal



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P. G. Department of Education

TEACHING PLAN

QF No.: 033C

Date: 11-04-2022

Master of Education (M.Ed.), Semester-II, (Session 2021-23)

Course Name: **SOCIOLOGY OF EDUCATION**

Course Code: **MED-201**, Course Type: **Compulsory**

Credits: **4**, Contact Hours: **60**

(**72 lectures of 50 minutes duration**)

Duration of Examination: **3 Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

Min. Pass Marks (Ext.) : **24**

Max. Internal Marks : **40**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *explain the sociological perspectives of education*
- *comprehend the social theories*
- *develop sociological thinking about culture, socialization, social change and education*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Eval. Tech.	Name of the Reference Books	Name of the Author
Unit-I	1.1 Sociology of Education:	Meaning and concept of sociology of education Scope of sociology of education (social structure, social process, social control and social change) Difference between sociology of	8	Lecture using PPT cum Discussion method		<i>Philosophical And Sociological Foundations Of Education</i> <i>Sociology of Education</i>	S. Sodhi T,S and r Suri Aruna S.S. Chandra and R.K Sharma

		education and educational sociology				
	1.2 Sociological Inquiry:	Nature of sociological inquiry, types of sociological inquiry-authoritative, rationalistic and scientific inquiry and their educational implications	4	Lecture using PPT cum Discussion method		<i>Knowledge and ideology in sociology of education.</i> (1977). Bernbanum, Gerald
	1.3 Methods of Sociological Analysis:	Quantitative, qualitative, micro sociological, macro sociological analysis, networking and their educational implications	5	Lecture cum Discussion method using PPT		<i>Social development of educability in India</i> Ruhela, S.P. (Ed.) (
			1*		Assignment Questions	<i>Sociological perspectives in Education.</i> Shukla, S. and Kumar, K. (Eds.) (1985).
Unit-II	2.1 Socialisation:	Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education	5	Group Discussion by students		<i>Philosophical And Sociological Foundations Of Education</i> Dr. T,S. Sodhi and Dr Aruna Suri <i>Sociology of Education</i> Chandra S.S. and Sharma R.K
	2.2 Culture:	Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education	5	Cooperative learning		<i>Sociology</i> Rao C.N Shankar <i>Sociological Foundations of Education</i> Pachauri Girish



	2.3 Education and Modernization:	Concept and characteristics of modernization Role of education in modernization with reference to Indian society	6 1*	Lecture using PPT cum Discussion method	Quiz	<i>Sociology</i> <i>Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish
UNIT -III	3.1 Social Change:	Meaning and nature Meaning of social group and education Meaning of social stratification and education Meaning of social mobility and education Concept of privatization, globalization and modernization and their impact on education	8	Lecture using PPT cum Discussion method		<i>Philosophical And Sociological Foundations Of Education</i>	Sodhi T,S and Suri Dr Aruna
						<i>Sociology of Education</i>	Chandra S.S. and Sharma R.K
	3.2 Contribution of Great Social Thinkers for Social Reforms:	Mahamanya Madan Mohan Malviya Sir Syed Ahmad Khan Ivan Illich Swami Dayanand Sarawati Raja Ram Mohan Roy Emile Durkheim	8	Flipped Learning		<i>Sociological Foundations of Education</i>	Pachauri Girish
	3.3 Social Mobility:	Meaning and definition of social mobility types of social mobility (horizontal and vertical) and implications for education	6 1*	Lecture using PPT cum Discussion method	Quiz	<i>Philosophical And Sociological Foundations Of Education</i> <i>Sociology of Education</i>	Sodhi T,S and Suri Dr Aruna Chandra S.S. and Sharma R.K

UNIT -IV	4.1 Concepts of Equality of Access, opportunity and outcomes:	Concept of equality Nature of inequalities in Indian society and social stratification	3	Lecture using PPT cum Discussion method	Short answer questions	<i>Philosophical And Sociological Foundations Of Education</i>	Sodhi T,S and Suri Dr Aruna
						<i>Sociology of Education</i>	Chandra S.S. and Sharma R.K
	4.2 Equality and Equity:	Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disabilities and gender	4	Lecture using PPT cum Discussion method		<i>Sociology Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish
	4.3 Gender Sensitization:	Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women	4	Panel discussion	End-Semester Examinations	<i>Sociology Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish
			1*				
		Total Lectures	72				

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P. G. Department of Education

QF No.: 033D

Date: 02-04-2022

TEACHING PLAN

Master of Education (M.Ed.), Semester-IV, (Session 2020-22)

Course Name: **PERSPECTIVES, ISSUES AND RESEARCH IN TEACHER EDUCATION**

Maximum Marks : **100**

Course Code, **MED-401** Course Type: **Compulsory**

Max. External Marks : **60**

Credits: **4**, Contact Hours: **60**

Min. Pass Marks (Ext.) : **24**

(72 lectures of 50 minutes duration)

Max. Internal Marks : **40**

Duration of Examination: **3 Hrs**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *develop holistic perspective of teacher education in the country*
- *reflect on Berliner's stages of development of a teacher*
- *analyse the implications of education policies on reforms in teacher education*
- *identify the problems of teacher education programmes and teacher effectiveness*
- *reflect on the challenges of teacher education*
- *understand the methodological issues of research in teacher education*
- *analyse the paradigms for research on teaching given by Gage, Doyle and Schulman*
- *identify the priority areas of research on teacher education*

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Evaluation Tech.	Name of the Reference Books	Name of the Author
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Unit-I	1.1 Teacher Education as Professional Education	1.1. Teacher Development: Concept, scope, factors influencing teacher development – personal and contextual, professionalism in teacher education, Berliner's stages of development of a teacher	5	Lecture using PPT cum Discussion method	Long answer type questions	Teachers and their teaching. New Delhi : Ravi Books. Describing the behavior and documenting the accomplishments of expert teachers. Bulletin of science, technology and society, 24, 200-12.	Arora, G.L. (2002). Berliner, D.C. (2004).
	1.2 Approaches to Teacher Development	1.2 Traditional, academic self-directed, co-operative and competency-based	4	Lecture cum Discussion method using PPTs		Perspectives in teacher education. New Delhi: Concept Publishing House.	Srivastava, G.N.P.(2004).
	1.3 Scope of teacher education	1.3 Scope of teacher education programme as enlisted in NCTE Regulations; specific and area specific teacher education programme	6	Lecture cum Discussion method using PPT and displaying website of NCTE		Norms and guidelines of teacher education programme. New Delhi: NCTE	NCTE (2014).
		Lecture for Evaluation	1				
Unit-II	2.1 Structure and Management of Teacher Education	Structure of Teacher Education Programme in our country with merits and demerits	5	Lecture cum Discussion method using PPTs		Key issues in teacher education. New Delhi: Sanjay Prakashan	Rehman, Hafizue (2005).

	2.2 Review of Recommendations of various Committees, Regulatory Bodies related to Teacher Education at elementary level, secondary level and masters level in India	National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee and NCTE Regulations (2014) for teacher education	4 3	Panel discussion Cooperative teaching		Curriculum framework of teacher education programme. New Delhi: NCTE	NCTE(2009).
	2.3 Management of teacher education at state level	2.3 Qualification of teachers, teacher recruitment policies, professional development of teachers and their vertical mobility	4	Lecture cum Discussion method using PPTs	Short answer type questions	Teacher education in India. New Delhi: Discovery Publishing House.	Rao, Digmurti Bhaskar (1998).
		Lecture for Evaluation	1				
UNIT-III	3.1 Problems and Issues in Teacher Education	3.1 Problems of Pre-service Teacher Education: Bureaucratisation, inadequate planning, poor standards	4	Lecture cum Discussion method using PPTs		Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).
	3.2 Challenges of Teacher Education	3.2 Poor professional development of teachers with respect to school education; inadequately qualified teacher educators, quality of teacher education programmes, poor leadership competencies of teacher educators in	6	Lecture cum Discussion method using PPTs		Professionalisation of teacher education. New Delhi: Mittal Publications.	Miyan, Mohammad (2004).

		planning, implementation and evaluation of pre-service and in-service teacher education programmes					
	3.3 Issues Related to Teacher Education	3.3 Enhancing teacher competence, commitment and performance; Teacher empowerment and motivation, issue of quality and quantity in teacher education	6	Lecture cum Discussion method using PPTs	Online Quiz through Quizziz.com	Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).
		Lecture for Evaluation	1				
UNIT-IV	4.1 Research and Development in Teacher Education	4.1. Paradigms for research on teaching (Gage, Doyle and Schulman); Research areas in teacher education – Preparatory and professional development of teacher educators at different stages, effectiveness of teacher education programmes, NAAC-NCTE criteria for assessment of teacher education institutions	9	Lecture cum Discussion method using PPTs		Paradigms for Research on Teacher Effectiveness <i>Review of Research in Education</i> , 5(1), 163–198. doi:10.3102/0091732x005001163	Doyle, W. (1977).
	4.2 Methodological Issues of Research in Teacher Education	4.2. Theoretical research versus applied research, Participatory action research and teaching effectiveness	2 4	Team Teaching (Dr. Mool Raj) Lecture cum Discussion method using		Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).

				PPTs			
	4.3 Research in Teacher Education	4.3. Research on pedagogical approaches in teacher education and classroom practices including best practices at national level	6	Panel discussion	Student assignment		
		Lecture for Evaluation	1				
	Total Lectures		72				

Nishita Rang

Teacher Incharge/s

[Signature]
HOD

[Signature]
Principal



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P. G. Department TEACHING PLAN

QF No.: 033F

Date: 11-04-2022

B.A. Psychology (Hons), Semester-II, (Session 2021-24)

Course Name: **COGNITIVE PSYCHOLOGY**

Course Code: **P201**, Course Type: **Compulsory**

Credits: **4**, Contact Hours: **60**

(**72 lectures of 50 minutes duration**)

Duration of Examination: **3 Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

Min. Pass Marks (Ext.) : **24**

Max. Internal Marks : **40**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit-I	INTRODUCTION TO COGNITIVE PSYCHOLOGY	• Nature, History, and Methods in Cognitive Psychology	6	Blended mode through Moodle		Cognitive psychology	Sternberg (2009)
		• Cognitive Approaches- Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach	6	Lecture cum Discussion (face to face)	Quiz (Through Moodle)	Cognitive psychology: Applying the science of the mind	Riegler & Riegler (2008)
		• Cognitive Neuroscience and Cognitive neuropsychology	3	Lecture using PPT cum Discussion (face to face)	Short Answer Test (Through Moodle)	Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	
			17				

Unit-II	ATTENTION & CONSCIOUSNESS	<ul style="list-style-type: none"> Attention: Nature, concepts & theories 	6	Lecture using PPT cum discussion (face to face)	Quiz (Through Moodle) Long Answer Test (Through Moodle)	Cognitive psychology Cognitive psychology: Applying the science of the mind Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	Sternberg (2009) Riegler, & Riegler (2008).
		<ul style="list-style-type: none"> Types of attention, Adaption and Habituation 	4	Blended mode through Moodle			
		<ul style="list-style-type: none"> Consciousness: Nature, Types and Functions 	5	Lecture cum Discussion (face to face)			
			15	Minor Test-I			
Unit-III	MEMORY PROCESS	<ul style="list-style-type: none"> Nature, concept & metaphors of memory 	3	Lecture cum Discussion (face to face)	Quiz (Through Moodle) Student Presentations (Through Moodle)	Cognitive psychology Cognitive psychology: Applying the science of the mind Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	Sternberg Riegler & Riegler
		<ul style="list-style-type: none"> Eyewitness testimony 	2	Lecture cum discussion (face to face)			
		<ul style="list-style-type: none"> Process and models of memory 	6	Lecture using PPT cum discussion (face to face)			
		<ul style="list-style-type: none"> Memory enhancing strategies 	3	Blended mode through Moodle			
			14				



Unit-IV	REASONING & DECISION MAKING	<ul style="list-style-type: none"> • Concept, types of reasoning 	3	Blended mode through Moodle		Cognitive psychology	Sternberg (2009)
		<ul style="list-style-type: none"> • Approaches in reasoning 	6	Lecture cum Discussion (face to face)	Quiz (Through Moodle)	Cognitive psychology: Applying the science of the mind	Riegler & Riegler (2008)
		<ul style="list-style-type: none"> • Concept & models in decision making 	8	Lecture using PPT cum discussion (face to face)	Written Assignments (Through Moodle)	Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	
			17	Minor Test-II			
		Total Lectures	72	End-Semester Examinations			


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P. G. Department of Education

TEACHING PLAN

QF No.: 033C

Date: 11-04-2022

Master of Education (M.Ed.), Semester-II, (Session 2021-23)

Course Name: **SOCIOLOGY OF EDUCATION**

Course Code: **MED-201**, Course Type: **Compulsory**

Credits: **4**, Contact Hours: **60**

(**72 lectures of 50 minutes duration**)

Duration of Examination: **3 Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

Min. Pass Marks (Ext.) : **24**

Max. Internal Marks : **40**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *explain the sociological perspectives of education*
- *comprehend the social theories*
- *develop sociological thinking about culture, socialization, social change and education*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Eval. Tech.	Name of the Reference Books	Name of the Author
Unit-I	1.1 Sociology of Education:	Meaning and concept of sociology of education Scope of sociology of education (social structure, social process, social control and social change) Difference between sociology of	8	Lecture using PPT cum Discussion method		<i>Philosophical And Sociological Foundations Of Education</i> <i>Sociology of Education</i>	S. Sodhi T,S and r Suri Aruna S.S. Chandra and R.K Sharma

		education and educational sociology				
	1.2 Sociological Inquiry:	Nature of sociological inquiry, types of sociological inquiry-authoritative, rationalistic and scientific inquiry and their educational implications	4	Lecture using PPT cum Discussion method		<i>Knowledge and ideology in sociology of education.</i> (1977). Bernbanum, Gerald
	1.3 Methods of Sociological Analysis:	Quantitative, qualitative, micro sociological, macro sociological analysis, networking and their educational implications	5	Lecture cum Discussion method using PPT		<i>Social development of educability in India</i> Ruhela, S.P. (Ed.) (<i>Sociological perspectives in Education.</i> Shukla, S. and Kumar, K. (Eds.) (1985).
			1*		Assignment Questions	
Unit-II	2.1 Socialisation:	Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education	5	Group Discussion by students		<i>Philosophical And Sociological Foundations Of Education</i> Dr. T,S. Sodhi and Dr Aruna Suri <i>Sociology of Education</i> Chandra S.S. and Sharma R.K
	2.2 Culture:	Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education	5	Cooperative learning		<i>Sociology</i> Rao C.N Shankar <i>Sociological Foundations of Education</i> Pachauri Girish



	2.3 Education and Modernization:	Concept and characteristics of modernization Role of education in modernization with reference to Indian society	6 1*	Lecture using PPT cum Discussion method	Quiz	<i>Sociology</i> <i>Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish	
UNIT -III	3.1 Social Change:	Meaning and nature	8	Lecture using PPT cum Discussion method		<i>Philosophical And Sociological Foundations Of Education</i>	Sodhi T,S and Suri Dr Aruna	
		Meaning of social group and education						
		Meaning of social stratification and education					<i>Sociology of Education</i>	Chandra S.S. and Sharma R.K
		Meaning of social mobility and education						
		Concept of privatization, globalization and modernization and their impact on education						
	3.2 Contribution of Great Social Thinkers for Social Reforms:	Mahamanya Madan Mohan Malviya Sir Syed Ahmad Khan Ivan Illich Swami Dayanand Sarawati Raja Ram Mohan Roy Emile Durkheim	8	Flipped Learning		<i>Sociological Foundations of Education</i>	Pachauri Girish	
	3.3 Social Mobility:	Meaning and definition of social mobility types of social mobility (horizontal and vertical) and implications for education	6 1*	Lecture using PPT cum Discussion method	Quiz	<i>Philosophical And Sociological Foundations Of Education</i> <i>Sociology of Education</i>	Sodhi T,S and Suri Dr Aruna Chandra S.S. and Sharma R.K	

UNIT -IV	4.1 Concepts of Equality of Access, opportunity and outcomes:	Concept of equality Nature of inequalities in Indian society and social stratification	3	Lecture using PPT cum Discussion method	Short answer questions	<i>Philosophical And Sociological Foundations Of Education</i>	Sodhi T,S and Suri Dr Aruna
						<i>Sociology of Education</i>	Chandra S.S. and Sharma R.K
	4.2 Equality and Equity:	Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disabilities and gender	4	Lecture using PPT cum Discussion method		<i>Sociology Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish
	4.3 Gender Sensitization:	Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women	4	Panel discussion	End-Semester Examinations	<i>Sociology Sociological Foundations of Education</i>	Shankar Rao C.N Pachauri Girish
			1*				
		Total Lectures	72				

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P. G. Department of Education

QF No.: 033D

Date: 02-04-2022

TEACHING PLAN

Master of Education (M.Ed.), Semester-IV, (Session 2020-22)

Course Name: **PERSPECTIVES, ISSUES AND RESEARCH IN TEACHER EDUCATION**

Maximum Marks : **100**

Course Code, **MED-401** Course Type: **Compulsory**

Max. External Marks : **60**

Credits: **4**, Contact Hours: **60**

Min. Pass Marks (Ext.) : **24**

(**72 lectures of 50 minutes duration**)

Max. Internal Marks : **40**

Duration of Examination: **3 Hrs**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- *develop holistic perspective of teacher education in the country*
- *reflect on Berliner's stages of development of a teacher*
- *analyse the implications of education policies on reforms in teacher education*
- *identify the problems of teacher education programmes and teacher effectiveness*
- *reflect on the challenges of teacher education*
- *understand the methodological issues of research in teacher education*
- *analyse the paradigms for research on teaching given by Gage, Doyle and Schulman*
- *identify the priority areas of research on teacher education*

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Evaluation Tech.	Name of the Reference Books	Name of the Author
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Unit-I	1.1 Teacher Education as Professional Education	1.1. Teacher Development: Concept, scope, factors influencing teacher development – personal and contextual, professionalism in teacher education, Berliner's stages of development of a teacher	5	Lecture using PPT cum Discussion method	Long answer type questions	Teachers and their teaching. New Delhi : Ravi Books. Describing the behavior and documenting the accomplishments of expert teachers. Bulletin of science, technology and society, 24, 200-12.	Arora, G.L. (2002). Berliner, D.C. (2004).
	1.2 Approaches to Teacher Development	1.2 Traditional, academic self-directed, co-operative and competency-based	4	Lecture cum Discussion method using PPTs		Perspectives in teacher education. New Delhi: Concept Publishing House.	Srivastava, G.N.P.(2004).
	1.3 Scope of teacher education	1.3 Scope of teacher education programme as enlisted in NCTE Regulations; specific and area specific teacher education programme	6	Lecture cum Discussion method using PPT and displaying website of NCTE		Norms and guidelines of teacher education programme. New Delhi: NCTE	NCTE (2014).
		Lecture for Evaluation	1				
Unit-II	2.1 Structure and Management of Teacher Education	Structure of Teacher Education Programme in our country with merits and demerits	5	Lecture cum Discussion method using PPTs		Key issues in teacher education. New Delhi: Sanjay Prakashan	Rehman, Hafizue (2005).

	2.2 Review of Recommendations of various Committees, Regulatory Bodies related to Teacher Education at elementary level, secondary level and masters level in India	National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee and NCTE Regulations (2014) for teacher education	4 3	Panel discussion Cooperative teaching		Curriculum framework of teacher education programme. New Delhi: NCTE	NCTE(2009).
	2.3 Management of teacher education at state level	2.3 Qualification of teachers, teacher recruitment policies, professional development of teachers and their vertical mobility	4	Lecture cum Discussion method using PPTs	Short answer type questions	Teacher education in India. New Delhi: Discovery Publishing House.	Rao, Digmurti Bhaskar (1998).
		Lecture for Evaluation	1				
UNIT-III	3.1 Problems and Issues in Teacher Education	3.1 Problems of Pre-service Teacher Education: Bureaucratisation, inadequate planning, poor standards	4	Lecture cum Discussion method using PPTs		Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).
	3.2 Challenges of Teacher Education	3.2 Poor professional development of teachers with respect to school education; inadequately qualified teacher educators, quality of teacher education programmes, poor leadership competencies of teacher educators in	6	Lecture cum Discussion method using PPTs		Professionalisation of teacher education. New Delhi: Mittal Publications.	Miyan, Mohammad (2004).

		planning, implementation and evaluation of pre-service and in-service teacher education programmes					
	3.3 Issues Related to Teacher Education	3.3 Enhancing teacher competence, commitment and performance; Teacher empowerment and motivation, issue of quality and quantity in teacher education	6	Lecture cum Discussion method using PPTs	Online Quiz through Quizziz.com	Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).
		Lecture for Evaluation	1				
UNIT-IV	4.1 Research and Development in Teacher Education	4.1. Paradigms for research on teaching (Gage, Doyle and Schulman); Research areas in teacher education – Preparatory and professional development of teacher educators at different stages, effectiveness of teacher education programmes, NAAC-NCTE criteria for assessment of teacher education institutions	9	Lecture cum Discussion method using PPTs		Paradigms for Research on Teacher Effectiveness <i>Review of Research in Education</i> , 5(1), 163–198. doi:10.3102/0091732x005001163	Doyle, W. (1977).
	4.2 Methodological Issues of Research in Teacher Education	4.2. Theoretical research versus applied research, Participatory action research and teaching effectiveness	2 4	Team Teaching (Dr. Mool Raj) Lecture cum Discussion method using		Teacher education: Principles, theories and practices. New Delhi : Kanishka Publishers.	Sharma, Shashi Prabha (2003).

				PPTs			
	4.3 Research in Teacher Education	4.3. Research on pedagogical approaches in teacher education and classroom practices including best practices at national level	6	Panel discussion	Student assignment		
		Lecture for Evaluation	1				
	Total Lectures		72				

Nishita Rang

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P. G. Department TEACHING PLAN

QF No.: 033F

Date: 11-04-2022

B.A. Psychology (Hons), Semester-II, (Session 2021-24)

Course Name: **COGNITIVE PSYCHOLOGY**

Course Code: **P201**, Course Type: **Compulsory**

Credits: **4**, Contact Hours: **60**

(**72 lectures of 50 minutes duration**)

Duration of Examination: **3 Hrs**

Maximum Marks : **100**

Max. External Marks : **60**

Min. Pass Marks (Ext.) : **24**

Max. Internal Marks : **40**

Min. Pass Marks (Int.) : **16**

OBJECTIVES OF THE COURSE

Objectives of the course are to:

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit-I	INTRODUCTION TO COGNITIVE PSYCHOLOGY	• Nature, History, and Methods in Cognitive Psychology	6	Blended mode through Moodle		Cognitive psychology	Sternberg (2009)
		• Cognitive Approaches- Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach	6	Lecture cum Discussion (face to face)	Quiz (Through Moodle)	Cognitive psychology: Applying the science of the mind	Riegler & Riegler (2008)
		• Cognitive Neuroscience and Cognitive neuropsychology	3	Lecture using PPT cum Discussion (face to face)	Short Answer Test (Through Moodle)	Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	
			17				

Unit-II	ATTENTION & CONSCIOUSNESS	<ul style="list-style-type: none"> Attention: Nature, concepts & theories 	6	Lecture using PPT cum discussion (face to face)	Quiz (Through Moodle) Long Answer Test (Through Moodle)	Cognitive psychology Cognitive psychology: Applying the science of the mind Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	Sternberg (2009) Riegler, & Riegler (2008).
		<ul style="list-style-type: none"> Types of attention, Adaption and Habituation 	4	Blended mode through Moodle			
		<ul style="list-style-type: none"> Consciousness: Nature, Types and Functions 	5	Lecture cum Discussion (face to face)			
			15	Minor Test-I			
Unit-III	MEMORY PROCESS	<ul style="list-style-type: none"> Nature, concept & metaphors of memory 	3	Lecture cum Discussion (face to face)	Quiz (Through Moodle) Student Presentations (Through Moodle)	Cognitive psychology Cognitive psychology: Applying the science of the mind Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	Sternberg Riegler & Riegler
		<ul style="list-style-type: none"> Eyewitness testimony 	2	Lecture cum discussion (face to face)			
		<ul style="list-style-type: none"> Process and models of memory 	6	Lecture using PPT cum discussion (face to face)			
		<ul style="list-style-type: none"> Memory enhancing strategies 	3	Blended mode through Moodle			
			14				



Unit-IV	REASONING & DECISION MAKING	<ul style="list-style-type: none"> • Concept, types of reasoning 	3	Blended mode through Moodle		Cognitive psychology	Sternberg (2009)
		<ul style="list-style-type: none"> • Approaches in reasoning 	6	Lecture cum Discussion (face to face)	Quiz (Through Moodle)	Cognitive psychology: Applying the science of the mind	Riegler & Riegler (2008)
		<ul style="list-style-type: none"> • Concept & models in decision making 	8	Lecture using PPT cum discussion (face to face)	Written Assignments (Through Moodle)	Online Resources: https://egyankosh.ac.in/ https://www.verywellmind.com/ https://lumenlearning.com/ https://www.simplypsychology.org/	
			17	Minor Test-II			
		Total Lectures	72	End-Semester Examinations			


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